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ABSTRACT

This interim report was prepared by a third party evaluation team in order to relate component objectives to: (1) input resources and conditions, (2) process treatment and transactions, and (3) output products and performance. Project activities were intended to: (1) Develop teachers in five metropolitan area elementary schools to help youngsters learn about themselves and the world of work, (2) Develop counselors, administrators, and specialists who can implement career exploration activities, (3) Develop and implement computer and microfilm techniques to assist in placement services, (4) Develop and implement work oriented on the job programs, (5) Develop and implement a television series on career exploration, and (6) Develop and disseminate a career resource notebook. The project also includes an exemplary program designed to: (1) bring counselors, home economics, and industrial arts teachers together so they can develop skills applicable to the career orientation process, (2) Assist these teams in working to create a plan for their own schools, and (3) supervise the plan implementation. Instruments and data summaries are appended. (Author/GEB)

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The Maryland Career Development Project

Phase I

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August 1971

The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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The Maryland Career Development Project

First Annual Report

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Introduction

This report was written by a third party evaluation team in accordance with the provisions of the Federal Register Volume 35, Number 143, July 24, 1970, entitled Research and Training, Exemplary and Curriculum Programs in Vocational Education. Under section 103.45 Program accountability and evaluation procedures a third party shall determine the effectiveness of the program by considering the following points.

(a) The extent to which the objectives of the program or project have been accomplished.
(b) What factors either enabled or precluded the accomplishment of the objectives; and
(c) Promote the inclusion of the successful aspects of the program or project into vocational education programs supported with funds other than those provided under the grant.

The first two points require evaluation strategies which would describe the discrepancy between the expectations and actual performance. Accordingly at the outset it was considered appropriate to review the objectives as stated by (1) DHEW and (2) as in the proposal submitted by the leaders from the Maryland State Dept.

1. The broad objectives for exemplary projects, as stated in the guidelines of BAVTE Policy Paper No. AVL-V70-1, October 2, 1969 are as follows:

    1. Provisions for broad occupational orientation at the elementary and secondary school levels so as to increase student awareness of the range of options open to them (students) in the world of work.

    2. Provisions for work experience, cooperative education and similar programs, making possible a wide variety of offerings in many occupational areas.

    3. Provisions for students not previously enrolled in vocational programs to receive specific training in job entry skills prior to the time that they leave school. (Some of these training programs might be very intensive and of short duration).

3. To help students develop and use the decision making process more effectively.

4. To help individuals make smoother transitions at key points during their career-life, such as the transition from school to further training or to work.

The Maryland Career Development Project will:

A. Provide a resource person in career development to work with the teachers and counselors in five elementary schools in Baltimore City and devise procedures, programs, and materials which will:

   (1) Help youngsters learn more about themselves and see themselves positively.

   (2) Help youngsters learn more about the world of work and to relate this knowledge to their work in school.

B. Develop a workshop for teams of junior high school counselors, teachers, administrators, and specialists in which they can learn about the concept of career development, and work together in planning career exploration programs for their own school.

C. Develop a comprehensive information system which will utilize various media, along with computer and microfilm technology in making available various kinds of information about education, training, and employment opportunities. This system should strengthen the existing placement process, thereby enabling students to make a smoother transition from school to the world of work or further education or training.

D. Work with neighborhood employers and community agencies in developing a work-oriented program for drop-out prone students. The program is designed to set up interaction between students, the school, and the community in such a way that students learn a variety of skills related to employability and people in the community learn more about the school's programs.

E. Produce a television series of approximately fourteen thirty minute programs which will be oriented towards students in grades 4-8. The primary purpose of the series will be to facilitate the career exploration process.

F. Develop a State career development resource notebook for educators.

G. Conduct a state-wide conference devoted to the concept of career development, its objectives and programs.

To achieve the above goals seven major components or action projects were designed each with a set of terminal objectives which were to be implemented.

The discrete major components were*;

A. Junior High School Component
B. Elementary School Component
C. Computer Interactive Learning System Component
D. Work Advocate Component
E. Instructional Television Series Component
F. Career Development Notebook
G. State Wide Dissemenation Conference

The multiple objectives of the components were analyzed for congruency with the stated terminal objectives of the proposal and conditions expected and set forth by the U. S. Office of Education. At the outset the third party evaluation team did recognize the objectives of the components and the planned strategies of implementation to be appropriate. Appropriateness was determined by interacting with all staff leaders of the components, reviewing implementation activities and alternate strategies for achieving the goals.

Role of the Evaluation Team

The third party evaluation team included a director of evaluation and an assistant. A non-directive objective posture was assumed, the team identified and collected performance information, and after analysis reported differences or discrepancies with the objectives set forth by the component leaders and overall project administrators. Input from the evaluation team often led to the problem solving and decision making processes in which corrective actions were developed by consensus of all staff and administrators.

The evaluation team had positive acceptance and assurance that the on-going formative evaluations provided would be considered and that the input, if appropriate and if accepted by consensus, would serve the process of adjustment, change and development. The emotional climate for this function was found to be favorable. It was experienced that most leaders of components did change actions and intermediate goals where performance was at variance with goals. Known changes have been continuously made by consensus, resulting in new priorities and corrective actions in accord with the objectives.

* This report is written and organized in the order of the major components as presented above.

The formative evaluation process also included:

A. Identifying and defining needs to meet established goals.

B. Collecting descriptive information and data about field activities.

C. Guiding internal or self evaluation within each component.

D. Conducting liason activities between the field operations and the administration. Reporting discrepancies and promoting group consensus in deciding corrective actions and alternate strategies.

E. Reviewing and evaluating the process, interim products such as lesson plans, units of study, activities and content of cognitive expectations.

F. Relating the component objectives to:
   Input resources and conditions
   Process treatment and transactions
   Output products and performance

G. Wherever possible identifying cause of program deficiency and promoting consensus and assuring channels of communication, and also assisting in obtaining authoritative consultants, etc. for making judgments about problems.

Junior High School Component

INTRODUCTION

The Maryland Career Development Project included an exemplary program within selected Junior High Schools designed with the expectation to achieve the following objectives:

a. To bring together counselors, home economics, and industrial arts teachers so that they might learn about and develop skills applicable to the career exploration process.

b. To assist these teams in working together to create a plan for their own schools.

c. To supervise plan implementation which might result in model implications for career exploration programs throughout the State.

Rationale for the selection of industrial arts and home economics teachers to form the triad with counselors was supported by the existence and acceptance of experiences unique to these two disciplines which could enhance the guidance dynamic with manipulative activities. Facilitation of a team approach to career exploration for all students was seen as realistically achieved through the pooling of both content philosophy and skill.

An advisory committee was formed with a membership of State Department specialists, county supervisors, and university personnel. Expertise in each of the three areas was thus assured and employed through three contributing groups. Both tacit and explicit contracts were drawn between the Maryland State Department of Education; the Division of Vocational-Technical Education; and the Department of Industrial Education, University

of Maryland, under the funding aegis of the Statewide Career Development Project. In May of 1970, letters over State Superintendent James A. Sensenbaugh's signature were sent to all county superintendents inviting team applications. Response came from seven schools representing five districts including Baltimore City. Of these, six teams were able to participate, with one of these teams reduced to a membership of one, the counselor, because of certain circumstances.

PLANNING

It was determined by the advisory committee that the participants would become immediately involved in work-simulation tasks, role-playing, and action-oriented research. In a partial departure from traditional lecture format, staff members would assume both keynoting and consulting roles as the workshop progressed. Because the workshop's stated goal was the pooling of three disciplines to affect a workable plan for each school, it was decided that the exposure of all participants to a novel group experience would provide a baseline for team unity and innovation, and also demonstrate one of many techniques which the team might employ in the school setting. The first week was thereby selected to accomplish this group experience, while the second week would contain both additional small group activity and planning sessions for the custom-designed product of each team.

Members of the committee stated the following terminal and intermediate objectives for workshop participants who would finally implement strategies and activities in their schools.

SHORT-TERM OBJECTIVES....TO BE REALIZED AT WORKSHOP'S CONCLUSION

THE TEAM MEMBER WILL.....

1. Acquire a broader understanding of the world of work through the assumption of the multiple roles of today's worker; i.e. producer, consumer, distributor, conveyor, manager, craftsman, designer, assembler, analyst, personnel worker, safety director, cost-accounting, maintenance, etc.

2. Identify the contribution he can make toward the provision of similar role toward this acquisition by playing experiences for his students.

3. Recognize the value of a team approach to career development.

4. Recommend the curriculum changes which would facilitate this team approach.

5. Suggest means which involve the total parent/business/industrial community in this plan.

6. Effectively relate school subjects to broad vocational skills.

7. Justify career exploration for all junior high students.

LONG-TERM OBJECTIVES....TO BE PURSUED IN THE OPERATIONAL SETTING

THE TEAM WILL.....

1. Demonstrate its commitment to career exploration by encouraging total school support through inservice meetings.

2. Open its program potential to all school staff members who wish to become affiliated with it.

3. Find means of motivating students toward self-knowledge through a checks and balances system of interests vs. aptitudes.

4. Provide opportunities to all students for reality-testing in a multi-disciplinary setting which emphasize actual task involvement.

5. Enlist and involve members of the parent and business community in an ongoing process of curriculum enrichment.

6. Develop decision-making skills by permitting students to engage in sequences of wishing, trying, taking consequences, and evaluating their performances.

7. Prepare those students for differentiated skill development while permitting them to delay, change, or postpone declarations of occupational choice.

8. Plan learning experiences which are meaningful to students from a variety of socio-economic and intellectual backgrounds.

9. Evaluate its impact upon the student body, the school staff, and the community at large by assessing its goal proximity in behavioral terms.

Workshop Activities A brief description of the input and process of training teachers for career exploration work is provided. However, interested persons should contact the Director of the project for more detailed information, schedules, content, etc.

At the outset of the workshop an attempt was made to evaluate the knowledge, opinions and attitudes of the participants. Following were keynote addresses by distinguished consultants from the three areas involved.

The next two days were devoted to the formation of a simulated company and the naming and clarification of the associated product. Role assignments were made and researched, and participants interviewed their"counterparts" in industry. Culmination of effort was realized in a line-production scheme demonstrating both the interdependence of workers upon one another and a hands-on experience resulting in a tangible product. The first week concluded with review of information acquired, open discussion, and the additional input from teachers in the field who had used still other techniques to involve student groups in exploratory activities.

Second week activities concentrated upon extended periods of team planning, a walking tour of the College Park area businesses, and further demonstrations of human and material resource, which could be applicable in operational settings.

On the last day participants gave both oral and written reports to the group at large. These reports exemplified a team commitment to action and were distinguished by their ingenuity and practicality. In addition, participants reported the professional and personal gains they had realized from the association with members of other discipline areas.

Three evaluative instruments were then administered to all participants. One was a replication of the questionnaire on attitudes and priority concerns. The other measures provided an estimate of cognitive gains, behavioral changes, and expressed merits of the workshop.

The third party evaluator made an external evaluation by 1) making an analysis of the stated objectives built into the workshop goals, 2) extracting elements and sub-elements from these objectives, 3) categorizing these elements into cognitive and effective expectations, and 4) constructing reactive type items. See appendix A.

All the data gathered were considered as being used for a formative rather than summative evaluation. Discrepancies and directions for improvement were sought. All expectations were tempered with the known limitations of the short duration of the workshop.

Non-obstrusive evaluation techniques were also employed. For a more detailed account of the evaluation findings a Progress report is available from the director of the project.

The discrepancy information obtained from the evaluation provided input for planning on strategies of how to meet the needs of the teachers as they return to their schools to implement the strategies for achieving the career exploration objectives.

As an example:

On September 29, 1970, the Advisory Committee met to review the activities and reported discrepancies of the workshop and to engage in a formative type of evaluation and planning. Descriptive and quantitative data were studied. Input from committee members included reports on the status of plan implementation at several schools. Numerous problems of communication, scheduling, public relations, and budgeting emerged. Many of these problems were accurate reflections of those predicted earlier by the participants. Responsibility for corrective actions were delegated and time schedules for resolution were made.

Testimony was brought forth to the fact that visible evidence of plan operation had been observed in most schools. A need for real and immediate support from the Advisory Committee members was reportedly expressed by individual team members. Advisory group consensus was thereby stated as an assumption of responsibility for assisting the teams in devising strategies to engage the total school and community. In responding to the

very real concern of the participant teams; how to do it, as opposed to what to do, committee members resolved to:

a. make themselves available to schools during and between scheduled visits whenever possible,

b. recommend specific human and material resource which might apply to individual school team's operation,

c. plan for subsequent workshops by employing data derived from this experience as baseline for improvement, and

d. communicate, share and disseminate new innovative activities that best meet planned objectives.

Staff members arranged scheduled visits to each of the teams' home schools. Continuous contract between the evaluator, staff, and team members served the formative process where immediate adjustments were made when discrepancies occurred.

Evaluation Method

It was decided by the evaluator (consensus was obtained) that during the formative process of the project no attempt would be made to use rigorous quantitative methods. The approach to evaluation was guided by suggestions from readings found in the book Discrepancy Evaluation by Malcom Provus.[1] The role of the evaluation team has been stated (at the beginning of this paper). Evaluation proceeded by (a) defining and redefining expectations (b) identifying discrepancies between program activities (performance) and specific goals and (c) providing program managers with discrepancy information for decision making. The methods of evaluation resorted to by the evaluation team included presence at all staff meetings and conferences, obstrusive and non-obstrusive data collection techniques, interviews, monitoring, check lists, informal conversations with staff and students, oral and written progress reports, and inventory sheets and questionnaires. See appendix B.

Four developmental stages and their contents were observed. These included, 1) Design 2) Installation 3) Process 4) Product 5) Program comparison. Evaluation of each of the above stages proceeded by comparing the stated expectations (goals) with actual performance.

Provus, M. Discrepancy Evaluation for Educational Program Improvement and Assessment, Berkley, California, 1971, McCutchan Publishing Co.

Each Junior High School was considered separately in light of the objectives they set forth for themselves and which were, by consensus, determined to be in accord with the total project objectives.

Plan of Presentation

In the following pages of this chapter each Junior High School involved in the project is reviewed by the presentation of:

1. demographic data
2. the team objectives (goals)
3. randomly selected activity or activities used to implement objectives (process)
4. randomly selected software (products)
5. data from students where available (products)
6. evaluation and findings based on discrepancy between goals and performance
7. some recommendations.

The decision was made that within this evaluation the names of the schools, administrators and teachers (should remain anonymous as much as possible) would be omitted.

School A Demography

The city within which this school is located has a population of one million. It has heavy industry, shipping, large corporations of every type down to small places of commerce and individual entrepreneurs. These industries provide employment for people of many ethnic groups. While the school has

open enrollment to all, its student body totals 2450 and is all black. It was estimated that 35% of the students enter college. The average salary of the parents is $4,500.00, ranging from people on welfare to professional occupations. The curriculum is mainly general education with offerings in vocational education and industrial arts. The vocational and industrial arts programs do not have the full complement of laboratories as usually found in schools designed for these programs. The students involved in this project were in the grades 7 thru 9.

Team A Objectives

Team A as well as others, adopted the objectives suggested in the Career Development Workshop as realistic, long term goals that they will pursue as a team. These objectives were as follows:

THE TEAM WILL.....

1. Demonstrate its commitment to career exploration by encouraging total school support through in-service meetings.
2. Open its program potential to all school staff members who wish to become affiliated with it.
3. Find means of motivating students toward self-knowledge through a checks and balances system of interests vs. aptitudes.
4. Provide opportunities to all students for reality-testing in a multi-disciplinary setting which emphasizes hands-on-experience.
5. Enlist and involve members of the parent and business community in an on-going process of curriculum enrichment.

6. Develop decision-making skills by permitting students to engage in sequences of wishing, trying, taking consequences, and evaluating their performances.

7. Prepare those students for differentiated skill development while permitting them to delay, change, or postpone declarations of occupational choice.

8. Plan learning experiences which are meaningful to students from a variety of socio-economic and intellectual backgrounds.

9. Evaluate its impact upon the student body, the school staff, and the community at large by assessing its goal proximity in behavioral terms.

Specific Objectives for Limited Numbers of Students in 1970-71

It is expected that during the school year 1970-71, the main thrust of the plan will center around four eighth grade classes. Each will be tested for attitudes and career knowledge early in the year. Two of these classes will be a control group, while the other two will have greater career exploration opportunities through line production, role playing and other means. Near the end of the school year evaluation of the two groups will be done.

It is intended that this plan will be implemented by means of the proposals we have suggested for staff and community involvement.

Objectives of Pupils

The pupil will.....

I. Identify feelings about one's self by
   A. Taking inventory tests
   B. Participating in group counseling sessions and individual interviews

II. Identify present career attitudes by
   A. Taking inventory tests
   B. Participating in group discussions

III. Develop career attitudes by
   A. Going on field trips
   B. Interacting with resource people
   C. Using audio-visual aids and other media

IV. Experience decision making by
   A. Choosing a role for line production
   B. Planning and operating a company
   C. Conducting a production line
   D. Electing subjects for study in the 9th Grade
   E. Selecting industries, businesses, and educational institutions to visit
   F. Planning and executing culminating activities

V. Evaluate attitudes and information gathered about careers by
   A. Retaking inventory tests
   B. Interacting with the control group through quizzes, games, panels, etc.
   C. Displaying an exhibit(s) of information gained about some careers in some industries, businesses and service areas

"Working Together with Staff"

I. Acquainting the faculty with the "Career Exploration" concept and its place in our junior high school

A. Present the program and share our summer workshop experiences with members in our department at first departmental meeting.

B. Prepare a showcase displaying materials pertinent to career exploration.

C. Present the program to the faculty at a faculty meeting.

1. Use slide segments on careers from the Guidance Department, University of Maryland, at another meeting.

2. Conduct a question and answer period.

D. Use video tape about production line from our workshop this summer at a subsequent meeting.

II. Enlisting the cooperation of the faculty and staff in developing and carrying out the program.

A. Discuss detailed plans with department heads in the administrative council meetings.

B. Ask for time at departmental meeting to exchange ideas of career exploration in other disciplines.

C. Request that faculty members from other disciplines work in conjunction with the "Career Exploration" program in the following ways:

1. Help pupils in executing projects or assignments about career as it pertains to their disciplines.

2. Help in planning tours to business, industry or other places.

3. Request that they give some career emphasis to trips which they will take in their disciplines.

a. Provide pupils with questions we and they would like to know about the occupation of people who work at place being visited.

b. Provide teachers with forms on which pupils could record the information they learned from workers while making their visitation.

4. Request that faculty answer a questionnaire or submit suggestions about student needs.

5. Encourage faculty members to gather some information about a career which they are unfamiliar with to bring home importance of career development as a part of the school program.

III. Utilize faculty members or other staff members who have avocations in business, industry, services, etc. in the following ways - Ex. part-time realtor, insurance salesman, etc.

A. Use as consultants for pupils who wish to interview them about their avocations.

B. Make materials available to pupils and faculty re: the avocation.

C. Arrange for visits to their companies.

Establishing Connections with the Community

A. Parents:

1. Give presentation to PTA on the concept of career exploration at the junior high level.

2. Consult with parents to determine their view of pupil needs in career exploration.

3. Involve parents in presenting information about their careers to students, by bringing parents to school to talk about their jobs. Take pictures of them on the job when possible.

4. Take pupils to visit businesses and professional establishments owned by parents.

5. Ask parents to arrange for visits by pupils to businesses and industry where parents are employed.

6. Invite parents to accompany pupils and teachers on field trips to business and industry.

7. Make available career information and counseling to parents interested in helping their child to make intelligent career choices.

8. Develop materials for general distribution to parents and for use by parents who come to the school to seek information.

9. Invite parents to observe line production.

B. Business, industry and local government:

1. Arrange for some occupational inquiries to be made on all field trips from the school. Provide guidelines and questionnaires for teachers for this purpose. Collect reports from teachers about information they gathered.

2. Develop material on our school career exploration program as a selling technique to enlist the cooperation of industry.

3. Consult with business and industry to determine their views of students needs in career exploration.

4. Invite business and industry people to visit for assembly programs, to aid in classroom career exploration and to sit in on planning sessions for school-wide program in career exploration.

5. Encourage business and industry to provide opportunities for students to work part time and/or observe the type of work in their situation.

6. Enlist cooperation of business and industry in developing a visual presentation (likely slides) for pupils about variety of career opportunities.

7. Collect career development histories of local people who have entered professional, management or other successful positions through vocational education, as opposed to college prep courses in high school followed immediately by college. Group some of these people into a speaking group or panel to present this to students, teachers and parents.

8. Role play a government day through the social studies and/or English department where students have interviewed government leaders to better understand their jobs.

9. Contact the Youth Opportunity Center to see how we might work together on career exploration.

C. Schools - Senior High Vocational:

1. Arrange return visits by ex-students of our school--include those one or two years out of junior high and those who may have left earlier and have found success in a vocation. Have them explain their high school program and their personal development formally in assemblies and/or informally in home economics and industrial arts classes.

2. Collect questions by junior high students to ask of senior high students. Obtain answers by interviews. Some of our pupils may go to senior high school to interview pupils for answers.

3. Develop slide presentations of senior high vocational programs.

4. Continue field trips by students to senior high programs. Encourage teachers to accompany the students to familiarize themselves with the program.

D. Community as a Whole:

Set up a part-time and summer employment bureau--possibly including some job training. (Babysitting--part of home economics, lawn trimming, etc.

This could be in the school and could be partially manned by students.

PROPOSED SPECIFIC COMMUNITY CONTACTS

Industry - Westinghouse, Sandra East, Equal Opportunities Coordinator, will bring Living Witness Program for 9th graders and/or 8th graders. Tour to meet with middle management personnel and product workers

Glenn L. Martin - Tour to meet with middle management personnel and production workers and observe the production line in action

Business - Some owned by parents and teachers of our pupils

Northwest Protective Agency
Morton Moving and Transfer Co.
Insurance
Fulton Animal Hospital
Real Estate

Business in the Community -

Shopping Center - Salesmanship
Florist - Flower arrangement for home management class
Catering service
Baking company

Services and Institutions-

Druid Health Center
Sinai-Druid Health Center
Mt. Zion United Methodist Church - Day Care Center

Additional Objectives Career Exploration in Home Economics/Clothing and Textiles

School A

The students will

1. Describe their feelings about careers and occupational fields.
2. Have the opportunity to explore a wide range of career alternatives and to familarize themselves with vocational choices.
3. Be exposed to career alternatives through direct contact with people who exemplify these alternatives.
4. Obtain knowledge of occupational fields which are related to Home Economics.
5. Begin to develop those competencies necessary to perform in the working world.
6. Apply gained knowledge and skills of clothing construction to the line products of an accessory and novelty enterprise.
7. Use principles of safety in carrying out the design and construction of the product.
8. Produce goods to be sold in the manner decided by the class and to dispose of these in accordance with real distributive practices.
9. Identify the role and need of English, math, science, geometry and other studies in the various careers.

Additional Objectives of the Industrial Arts Teacher

School A

Manufacturing.

Objectives:
1. To review the history of manufacturing.
2. To learn the important part manufacturing plays in our economic freedom.

What to make.

Objectives:
1. To learn how ideas grow.
2. To determine what projects could be manufactured in the school shop.

How to make it.

Objectives:
1. To learn how to analyze a job or project intelligently.
2. To study the problem of how best to produce the project of your choice.

Production methods.

Objectives:
1. To stimulate thinking about the designing of tools to accomplish multiple production.
2. To learn the advantages of using production methods when producing large numbers of articles or parts.

Plant layout.

Objectives:
1. To learn the need for, and advantages of, efficient plant layout.
2. To study a means of determining what tools and equipment are needed for production.
3. To find the best possible plant layout for the manufacture of a product.

Personnel.

Objectives:
1. To learn how the personnel of a manufacturing concern is organized for efficient production.
2. To learn the importance of being a dependable worker.
3. To study the qualifications of a supervisor or foreman.

The business end.

Objectives:

1. To study the important cost elements of raw materials, labor, and overhead.
2. To appreciate the American free-enterprise system from both the manufacturer's and retailer's viewpoints.

MAKING MEMORANDUM PADS

OBJECTIVES

1. To learn simple fundamental operations found in production bookbinding.
2. To acquaint the student with many of the basic materials.
3. To acquaint the student with the basic tools and templates of mass production.
4. To learn the process of production assembling.
5. To learn the method of making and personalizing the pads.

COST TO MAKE PADS

RAW MATERIAL	$0.18
DIRECT COSTS (LABOR)	.25
INDIRECT EXPENSES	.10
TOTAL COST	.63
PROFIT	.12
MANUFACTURER'S PRICE	$0.75

Number of projects sold.....68 x $0.75 =		$51.00
Cost to make		-16.00
Profit		$35.00

Additional Objectives Career Exploration in Child Care

The student will .....

1. Interview and observe the various workers and agencies involved in the care of children.
2. Identify the possibilities of teenage employment in the child care field.
3. Apply their knowledge of the characteristics of young children in designing a toy or toys suitable for them.
4. Use principles of safety in designing toys for children.
5. Demonstrate the role of one or more production personnel in role playing the operation of a toy company.
6. Carry out this role based upon principles of good organization.
7. Produce toys to be distributed in a manner decided upon by the class company.
8. Identify some feelings about herself by evaluating her role in the class company with the help of fellow students, the counselor and the teacher.

BOUTIQUE COMPANY

Materials List

Ruby's Craft World

Quantity	Description	Price	Amount
39	dozen Giant jump rings	.60	23.40
4	dozen loops	.40	1.60
8	pkg. Plastic beads	.29	2.32
2	pkg. eyes	.29	.58
4	tubes Indian beads	.19	.76
2	tubes Indian beads	.29	.58
2	pkg. sew-on sequins	.29	.58
1	pkg. sew-on jewels	.39	.39
			$30.21

BOUTIQUE COMPANY

Materials List

American Trimming House

Quantity	Description	Unit Price	Amount
2	large "Sobos"	1.25	2.50
54	yds. #16 assorted colored grosgrain		18.90
32	yds. #19 assorted colored grosgrain	.35	8.00
25	yds. #5 assorted colored grosgrain	.15	3.75
10	yds. #3 assorted colored grosgrain	.10	1.00
8	yds. #7767 Braid	.15	1.20
4	yds. straw braid	.10	.40
2	strings pearls	.50	1.00
8	yds. silver and gold braid	.10	.80
4	yds. #40 grosgrain	.40	1.60
½	yd. gold and silver trim		1.00
1	yd. daisy chain	.80	.80
1	spray 913 Black Eyed Susan		.40
2	pkg. eyelets		.40
1	pkg. 11671 trim		.65
1	pkg. beads		.20
			$44.80

MORTON SCHENK AND COMPANY

25	Eyelets	.25	6.25
48	3 Beltine	.30	14.40
42	Cord Braid	.20	8.40
100	Brass Tips	.10	10.00
			$39.05

BOUTIQUE COMPANY

Materials List

American Trimming House

2 large	1.25 ea.	2.50
54 yds. #16 ass't colored grosgrain ribbon	.35 ea.	18.90
32 yds. #9 ass't colored grosgrain	.35 ea.	8.00
25 yds #5 Ass't colored grosgrain	.15 ea.	3.75
10 yds #3 ass't colored grosgrain	.10 ea.	1.00
8 yds. #7767 braid	.15 ea.	1.20
4 yds. straw braid	.10 ea.	.40
8 yds. silver and gold braid	.10	.80
2 strings pearls	.50 ea.	1.00
½ yd. gold and silver trim		1.00
4 yds. #40 grosgrain		1.60
1 yd daisy chain	.80 yd.	.80
1 spray 913 Black Eye Susan		.40
2 pkg. eyelets	.20 ea.	.40
1 pkg. #11671 trim		.65
1 pkg. beads		.20
		$42.60

School A, Randomly Selected Activities

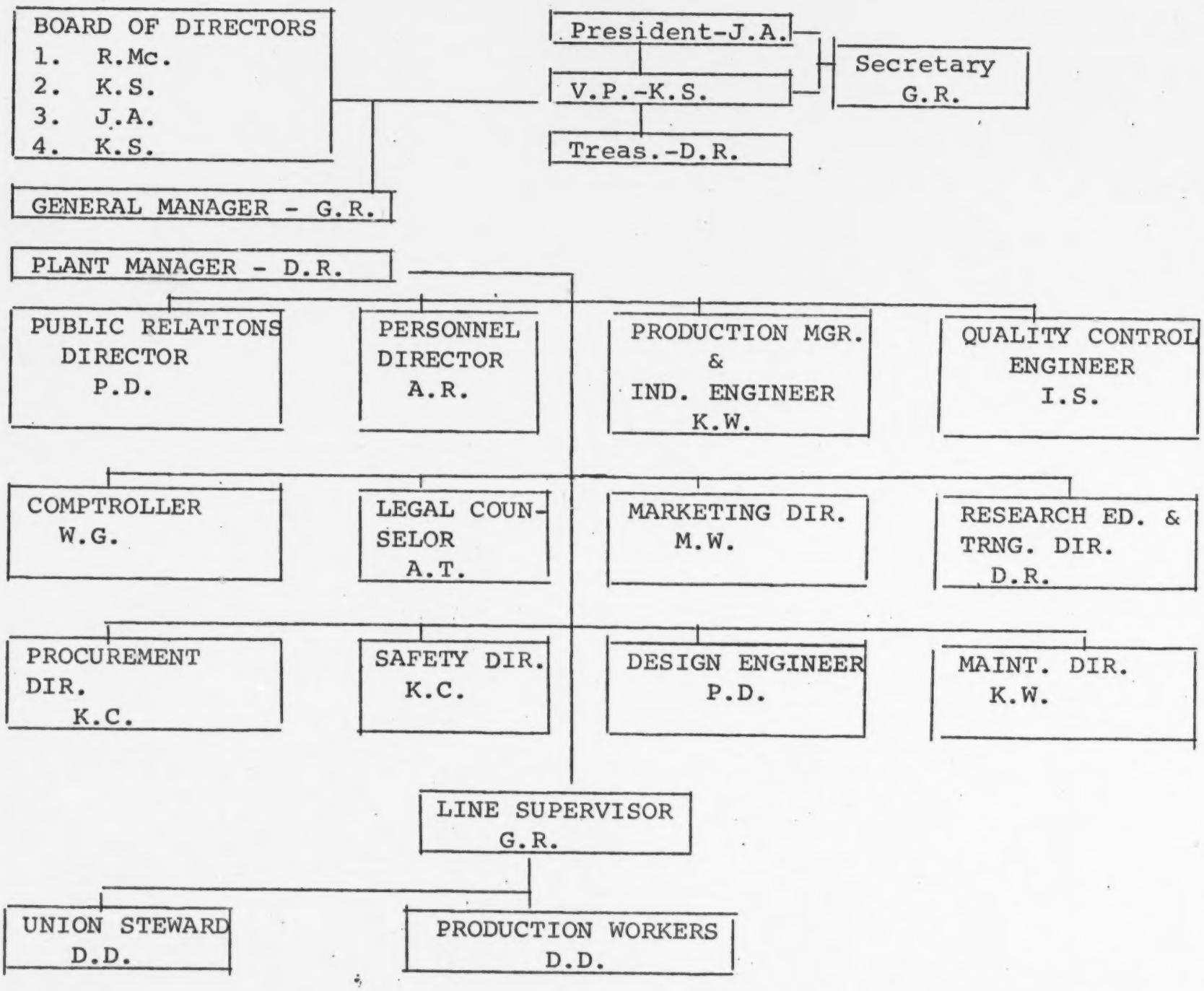
It was evident to both evaluators that the team in this school was capable of initiating programs in the field which demonstrated learning gained in the workshop. At their return to work in the fall they conducted an all school faculty assembly with the full support of the administration. At this assembly the team presented the concept of career exploration to the faculty. This was reinforced by a slide-tape, depicting activities engaged in during the summer workshop. Interest (not generalizeable) was evident by the questions from the floor. Handouts were distributed which explained the goals and purposes of the thrust of career exploration.

The initial team consisted of a Guidance Counselor, Home Economics teacher and an Industrial Arts teacher. To carry out their activities they interested and involved five other teachers ("Synapse Effect") quite early in the school year.

Under the guidance of the Industrial Arts teacher students elected to form a company specializing in making products of the communication industry. The students planned the company, organized themselves for role playing positions in board of directors, management, staff production and distribution. (See figure 1) Stocks were sold to students within the school and the "Memorandum Pad Company" began to initiate its production phase. The print shop in the school became the center for activities, however by the nature of the activity the English, art, typing, home economics, guidance and other teachers and students became involved. Students interviewed their counterparts in industry,

FIGURE I

STUDENT ORGANIZATIONAL CHART ROLE PLAYING
Junior High School A



reported back to the class and company of their findings. Guest speakers and field trips were used to obtain a further understanding of the work activities within a printing firm. The students manufactured memo pads using the mass production technique which they planned and implemented. The profits of the project from sales were distributed to the stock holders and the remains were used to purchase a new piece of equipment for the shop.

Under the guidance of the home economics teacher the girls planned, organized and implemented a boutique company manufacturing neck and waist accessories by mass production methods. They played all the roles necessary in management, production and sales. The production was later diversified when a local manufacturer of childrens' toys requested information about childrens' preferences in toys. To determine these preferences the girls of the home economics class began a product research experiment. Head start children were used as experimental and control groups. This led to the study of another dimension of careers, namely child care.

The guidance counselor provided supportive services to the project. The set up role playing experiences for employee-employer relationships, recorded these and provided analysis of and information for improved behaviors. She initiated and maintained a continuous flow of living witnesses from the community who reported and discussed the world of work.

Software

Slides were made of the boys and girls in performance of the various activities of the Junior High Component. Sound tapes were made which contain informative material for role playing as a

person seeking employment and an employer. The teacher provided taped analysis of the words used, expressions made and appearances.

Instruction sheets, job sheets, outlines of units of study, tests developed for internal evaluation records, printed forms produced by the students will all expedite the expansion of activities and program replications. No system has been arranged to reproduce or make these available for dissemination.

Evaluation School A.

At the beginning of the school year the evaluator set out to obtain a base line of information relevant to the understandings and attitudes of children at school A. By rather informal discussion of randomly selected students in the program data such as presented below were recorded.

Question: Would you eventually like to work in the printing industry?

Answer: I don't know.

Q: Why did you take this course in print shop?

A: My friends told me it is different and pretty good.

Q: Do you know how a book is made?

A: Yes - - No, not how a book is made.

Q: Can you operate or do you know what these machines do? (Lead cutter & binding press)

A: No.

Q: Do they use this kind of equipment in industry?

A: I don't know but maybe they do.

Q: Do you know anyone or did you ever speak to someone who works in the printing industry?

A: No.

The program was monitored at various intervals. However, near the end of the school year the same student was asked questions similar to those at the beginning of the year. The student said that on the basis of his experiences he would not like to do some of the jobs he experienced and saw performed in the printing plants visited. He said his experiences were very interesting and that he thinks he would like to be a salesman of printed products. His role in the company was in production and sales but he felt he would be happier with the latter. He displayed a great knowledge and skill relevant to the machines he was questioned about. Other students interviewed reacted variously. Some thought that they would go into the printing industry to earn some money to go to college. A student reported that he would enter the printing industry if he finds college not to his expectations or abilities. Another said that his experience as the personnel director was to his liking and that he would be, with the proper education, employable by many industries.

On the basis of such information and observations the evaluators of the project report that the objectives set forth have been variously attained.

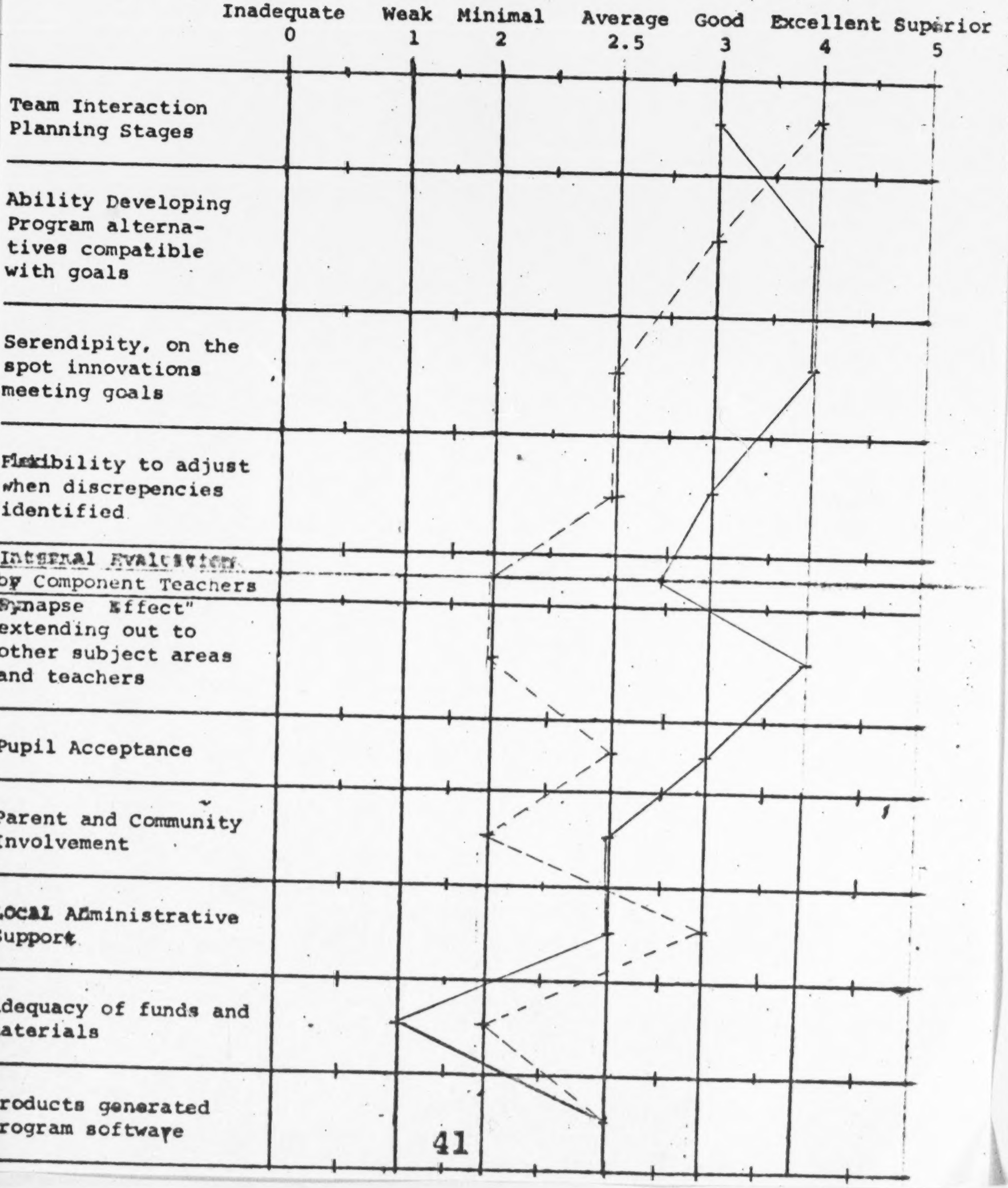
Using non-obstrusive tactics such as informal conversations with teachers befriended and the role of the project evaluator concealed it was found that further work must be done with the faculty at large to promote an understanding of the project. Some only heard of the project at the beginning assembly but never were involved further or learned about the specifics. This was taken to indicate that what this team did with involving other teachers was good but that there remains a lot of work ahead.

COMPOSITE EVALUATION FORM

SCHOOL A

INITIAL EVALUATION _____

FINAL EVALUATION _____



Recommendations:

For the purposes of further refinement of the project it is recommended that:

1. next year's efforts should incorporate students of lower academic standing, and those with academic difficulties.
2. objectives of a multidimensional nature such as the self concept, self perception and other self constructs should be defined.
3. objectives should be refined, the use of immediate and intermediate objectives leading to ultimate objectives, or some other hierarchical scheme should be attempted.
4. the team develop cognitive, effective and motor test items to move evaluation from the formative to the summative type.
5. administrators within schools revitalize their supportive role and explore the possibilities of obtaining financial support.
6. An organized effort be made to refine the program software for the utilization by other teachers and schools.

School B Demography

This junior high school is in a suburban setting where the working parent(s) are away from home most of the day. The population was estimated at 5000. It is composed of ninety-eight percent white, one percent black and one percent other. The average salary was reported to be $20,000 per annum. The occupations were categorized as 50% government, 25% professional and 25% business entrepreneurs.

The estimated number of students who go through this school and ultimately enroll into college was 87 percent. The total curriculum is college preparatory. There are no vocational offerings. Home economics and industrial arts are offered on a limited scale.

School B, Randomly Selected Activities

The school team consisted of a Guidance Counselor, Home Economics teacher and an Industrial Arts teacher with the counselor serving as coordinator for the team. The team undertook a number of projects and the team rated (on an evaluation report) teacher interest in the project varying from nominal to excellent. The team did not expand its membership during the first year. Administrative support was rated very high by the team, but they noted a decreasing enthusiasm about the venture because of some difficulties related to the local administration of funds for the project.

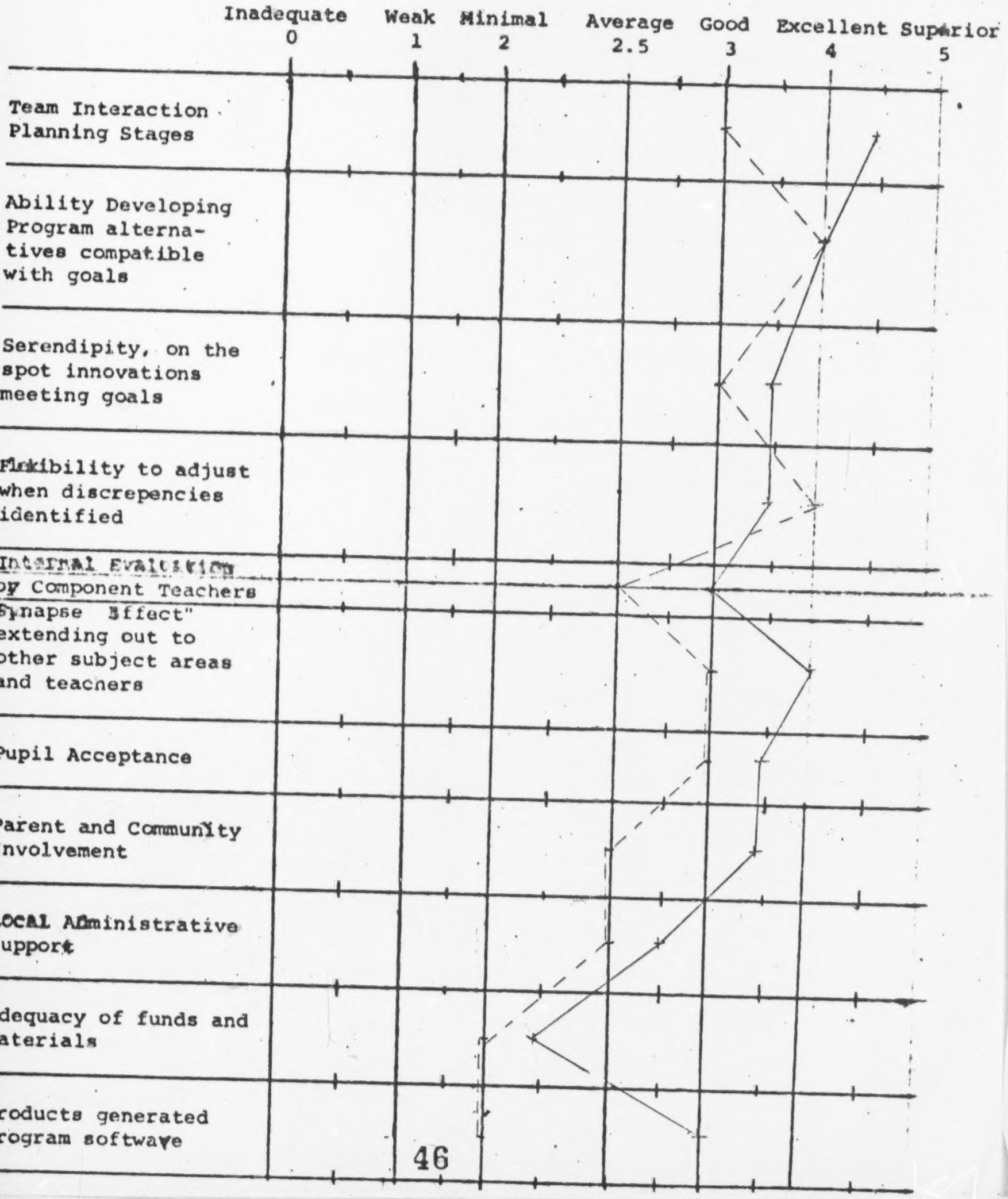
The Guidance Counselor initiated a careers exploration project seventh graders and eighth graders. Students, sometimes working in pairs or small groups, selected an occupation to study. They researched the area in depth using available literary sources, site visitation to near-by facilities and an interview with persons in the field selected for study.

A published occupational study form (bibliographical data unavailable, but in workshop archives) was used as a guide for personal contacts, and students photographed their interviewee and aspects of his work and the job setting. Later the pictures in the form of slides were arranged in sequence and a narrative script was composed and taped by the students to form a slide-tape presentation. The slide-tape project was presented to the class by the individuals and groups responsible for each and a class interaction between class members and presenters was led

by the counselor. The evaluation team witnessed such a presentation and discussion period. They found the class highly motivated by the experience and noted a high level of involvement through questions asked and in depth discussions of the presentation.

A number of slide-tape presentations depicting a variety of career opportunities were developed and the products remain on file in the school counselor's office for later use by classes or individuals on request. The counselor's supervision of the project with assistance from the Home Economics teacher resulted in a wide representation of career possibilities.

COMPOSITE EVALUATION FORM
SCHOOL B
INITIAL EVALUATION _ _ _ _
FINAL EVALUATION _____



School C Demography

The enrollment of this junior high school was 1100; this included students in grades six through nine. The population of the community was approximately 4000, where 85 percent were white and 15 percent black and other. The enrollment mix was about the same. The geographic setting enables one to classify the community as being a satellite suburb of the Nation's Capital.

Forty-five percent of the working people are with the government, thirty-five percent are in the broad categories of industrial-technical and business and where twenty percent have professional occupations. The average salary was $18,000 per annum.

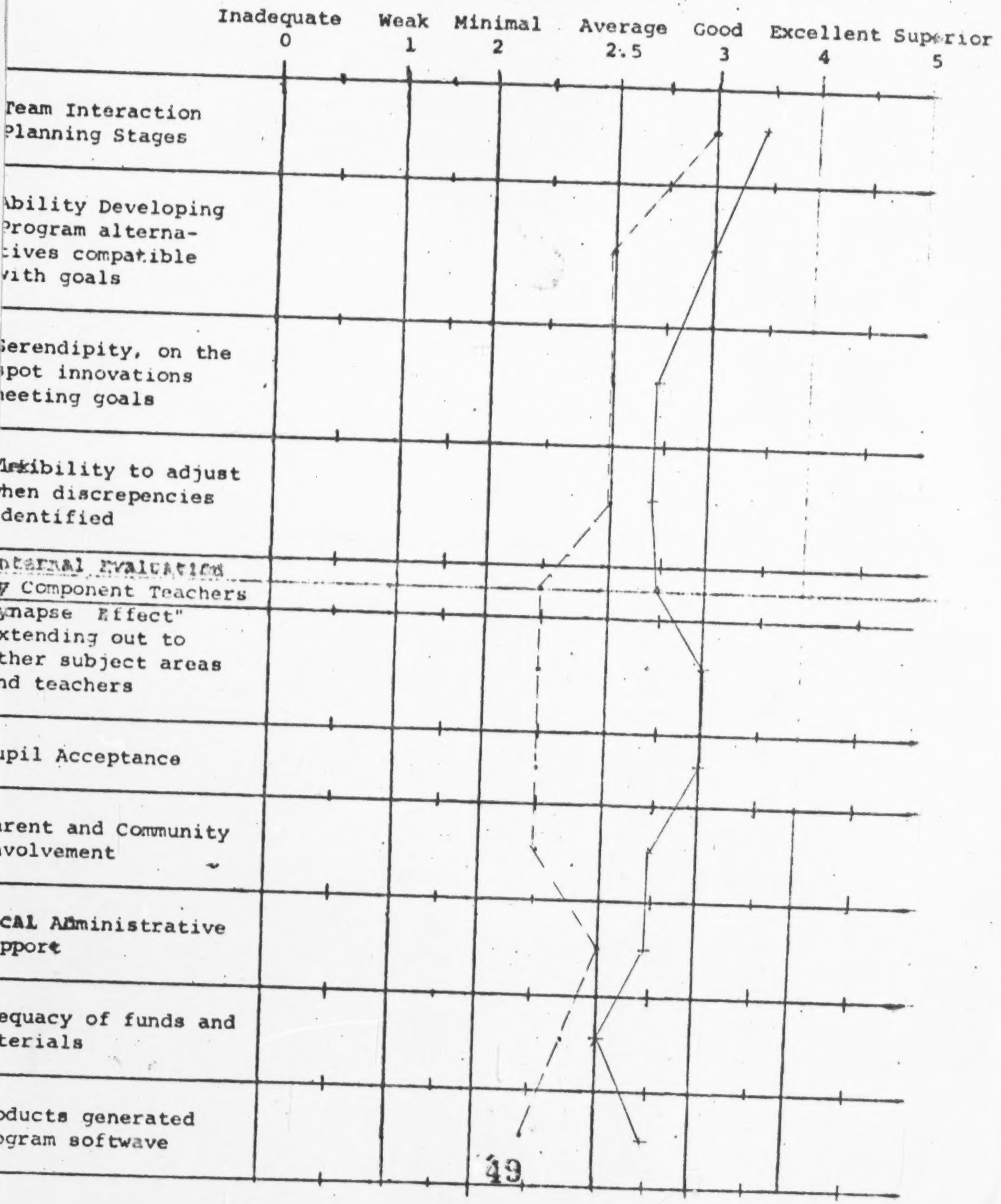
It was reported that ultimately eighty percent of the students enter into college. The programs offered in this school are college preparatory and general education. There are no courses in vocational education; however, there are minimal offerings in industrial arts, business courses and home economics.

School C Randomly Selected Activities

On their return from the summer workshop team members introduced the career program to students in a series of counselor led meetings with small groups. The team plan was discussed with teachers by grade level team leaders. These activities were followed by a survey of student' knowledge of their parents' occupations and students 'interests. Team planning characterized the early school session. A variety of projects was discussed and evaluated at this time.

This school team generated a variety of projects. One involved the use of 8th and 9th graders who served as academic tutors for students in nearby elementary schools. The counselor organized the program with the assistance of community agencies and arranged for bus transportation for the tutors from their junior high school to the feeder elementary schools. The school librarian and one of the reading teachers acted as consultants and several persons from community agencies assisted the student tutors on occasions. Regular weekly meetings of the tutors were conducted for planning and evaluative purposes. The project permitted experience in teaching and social assistance activities to use as a touchstone for their own expressed interests. Both boys and girls were involved as tutors.

COMPOSITE EVALUATION FORM
SCHOOL C
INITIAL EVALUATION - - - -
FINAL EVALUATION _____



School D Demography

This is one of the two junior high schools included in this project with a rural setting. The population of the community was 7500 whereas the enrollment of the school was 1050.

Forty-six percent of the population is white and fifty-four percent are black and other. The average salary of the working group is $6500. Some earn as low as $3000, some as high as $20,000. Employment is in boat building, fishing, foods, agriculture and labor in small industries.

Twenty percent of the students eventually enter into college. The curriculum is mainly general education with token courses in home economics and industrial arts. Placement into vocational technical education at the ninth grade is attempted.

School D Randomly Selected Activities

This team generated a variety of projects throughout the school year. Their efforts stimulated the enthusiasm and participation of a large number of teachers in their activities. The original team consisted of the Guidance Counselor, Home Economics teacher and two Industrial Arts teachers.

In one project involving 120 eighth graders, boys and girls organized a fictional company which developed a product utilizing an assembly line approach. Both boys and girls researched worker personality characteristics and job hierarchies within several job areas (manufacturing, construction, food services and textiles), before deciding to study in depth the manufacturing industry.

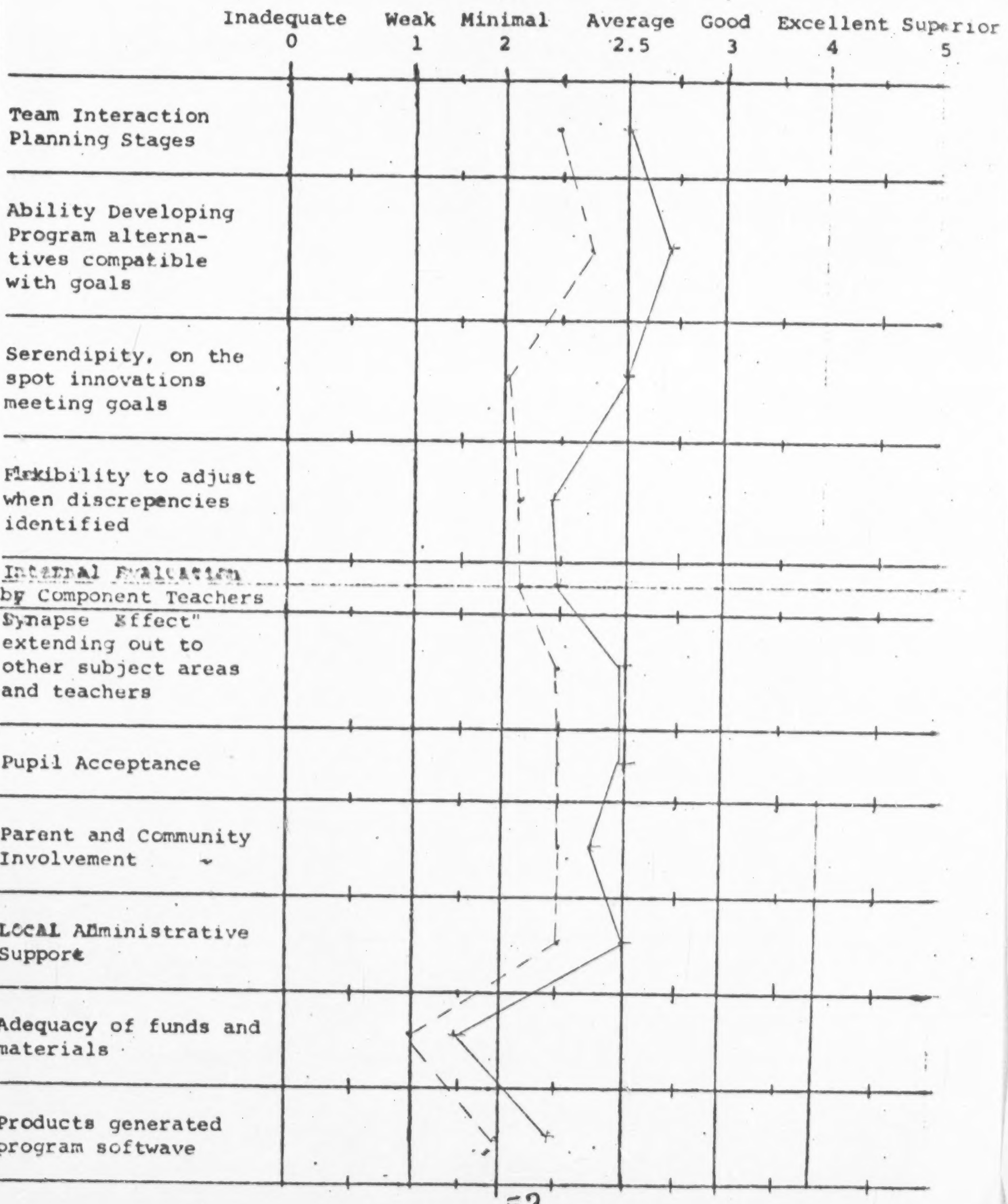
After studying the organizational structure of the industry, they role played on an alternating basis the various positions from the board of directors to laborers. They experienced the actual work processes through simulation and hands-on experience in the production of a single product.

The Industrial Arts teachers guided this project through all its stages, utilizing at-hand resources, including films, current pamphlets and books. Guest speakers from the community visited the school and pupils made visits to local facilities, including the regional Vocational Technical Center.

Another project involved nine teachers from the faculty, a local 4-H representative and supervisors from the central school

office. Utilizing the products created in the regular Home Economics classes, students organized a fashion display during the early part of the school year. The school team guided the project through its stages of planning, study, organization, implementation and evaluation with the cooperation of the administration and many school departments. Many of the boys and girls engaged in this project were not initially involved in the item production. Girls entered the school's industrial arts facilities on a voluntary basis for assistance and instruction in working with materials and equipment. On a self evaluating form the team rated faculty and parental response to the project activities as a four on a continuum scale from one through five. A summary evaluation form generated by the evaluators follows.

COMPOSITE EVALUATION FORM
SCHOOL D
INITIAL EVALUATION---
FINAL EVALUATION_____



School E Demography

In a rural setting this high school includes junior high and senior high classes. The total enrollment is near 600. The population of the town is 1800. The main curriculum is general education. There are two home economics teachers and two industrial arts teachers. One course in vocational education is offered.

The major industry is agriculture with some emphasis on fruits. Three months out of the year there is an influx of migrant workers. No industries are in or within the town limits. Serious limitations for grounding career explorations in reality are present.

It was reported that fifty-six of the graduates ultimately enroll into college.

School E, Randomly Selected Activities

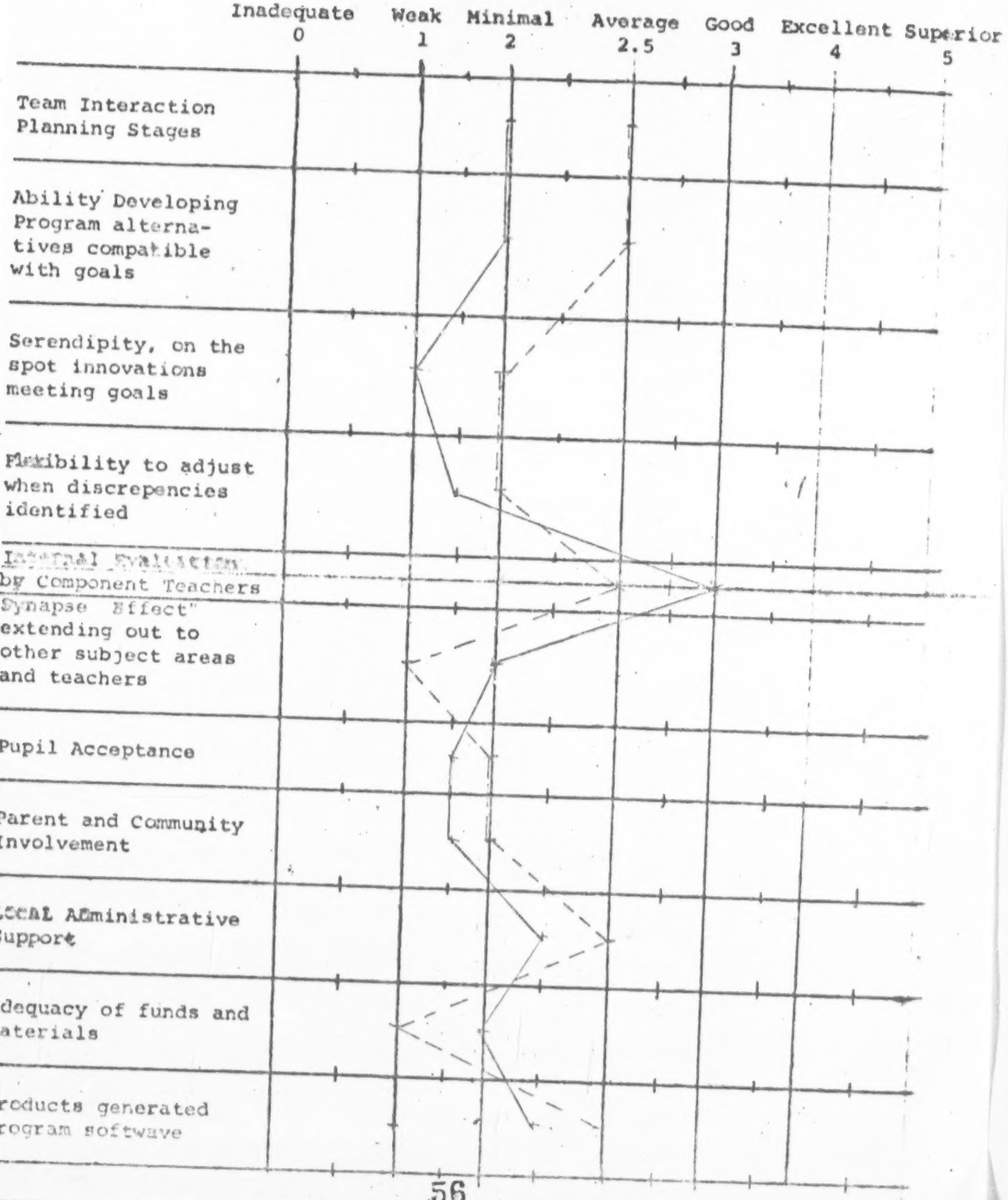
The three member team consisted of the school Guidance Counselor, Home Economics teacher and the Industrial Arts teacher. The project conducted was selected and organized by the Home Economics teacher and was a replication of experiences gained at the summer workshop.

Students from an eighth grade class formed a baking company and produced a bakery product by line production techniques. Research was done by the boys and girls comprising this Home Economics class; students role played the upper echelons of the industry, sold stock in their company to finance the venture, produced and packaged the product and sold it to students and teachers. Dividends were issued to stockholders and the company was dissolved.

Students were involved in research, mainly through the use of reference materials available in the school library and counselor's office. Some interviews were conducted outside the school but these were limited by virtue of the small community.

Input from the industrial arts teacher was minimal, thereby preventing replication of the strategies which were designed to implement the objectives. The recommendations provided should be seriously considered by the Advisory Council and staff to realign this situation.

COMPOSITE EVALUATION FORM
SCHOOL E
FIRST EVALUATION---
SECOND EVALUATION___



School F Demography

This junior high school is located on the periphery of the nations' Capital. It is a satellite suburb where the working parent(s) commute to the city. Within the geographic limits live 15,000 people. The range of income is $10,000 to $25,000. Seventy percent of the parents are government or government related employees. Five percent are in varied commercial offices, five percent in their own business and twenty percent in varied industrial roles. Ninety-eight percent of the population is white, two percent is black.

The curriculum is mainly college preparatory with minimal offerings in industrial arts, home economics and vocational education. It was reported that 83% of the students enter college. Presently the enrollment is 1000 students.

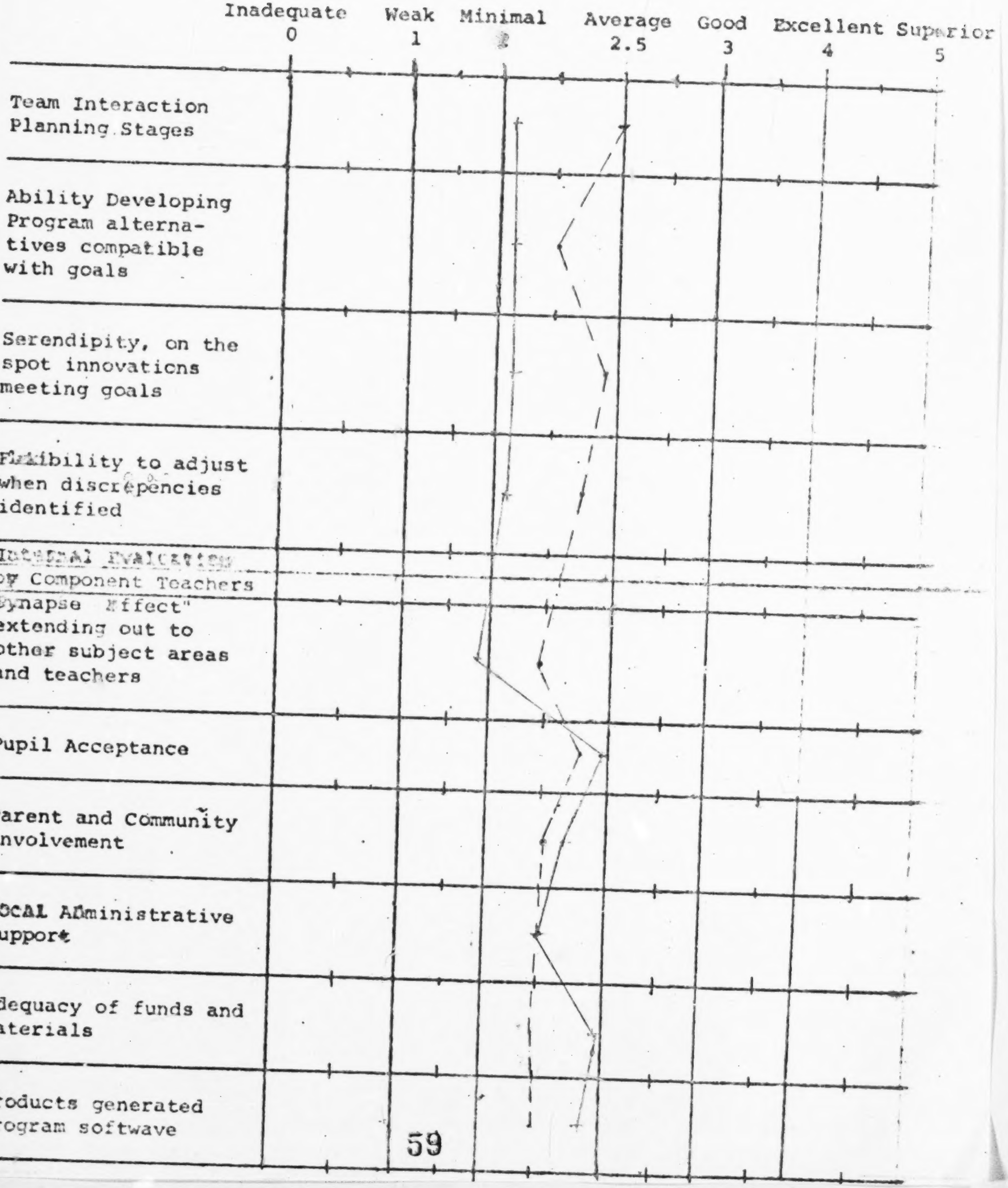
School F, Randomly Selected Activities

Students in Home Economics classes studied careers in the food services area and selected ways to develop a project that would generate both specialized and wide student appeal. A chef's club was organized for boys only with the purpose of interesting boys in the food services industry. The club accepted members from all grade levels. Related to this project as a spin-off activity was the construction of a cookbook. This project drew on members of the Mathematics, English and Science departments as consultants. Field trips were conducted to hotels, motels and wholesale and retail outlets for food products.

The integrated approach to a project including the combined team lagged. Long term absences by one of the team members for reason of illness prevented progress towards the realization of the goals. The team lacked leadership and the insight for developing alternative strategies.

The school programs are conducted on a modular schedule system. Team members reported to the evaluator that this prevented joint activities. One team member will not return to perform professional duties in 1971. Special attention and effort from the assistant project director is needed to direct the remaining team members and training of a new one.

COMPOSITE EVALUATION FORM
SCHOOL F
INITIAL EVALUATION---
FINAL EVALUATION ___



Recommendations General

1. The vast array of materials required for implementing the projects require resourcefulness in procurement. Leadership was needed to help identify new resources when teams exhausted their budgets.
2. Teams such as A and B should be considered for the possibility of assuming leadership roles in various school. Acting as cadre for blocks of time they can become catalysts to overcome inertia. Infusion of ideas that call for change may be done more effectively by "outside" teachers. It is expected that four team leaders will not be with the project.
3. The possibilities of establishing a "within the state student exchange program" should be explored. The geographic location and limited socio-economic nature of some school communities provide little if any possibility for grounding the career studies in reality.
4. Broad base career exploration strategies should be worked out which include the Cluster Concept Approach to studying related occupations within a career area. Of special value would be the specific objectives, task analysis and analysis of tasks into human requirements.
5. The standards, goals objectives need to be made more specific. Stated in behavioral terms these specifics can serve as standards to evaluate the program performance more effectively. The program staff needs to review priorities for next year with a consideration of

student needs. The program teams should provide the evaluation team with objective test items measuring the expected behaviors,e.g. to form a test bank with a wide range of multiple choice items. Much work needs to be done on redefining objectives purporting to be concerned with the self-concept.

6. New strategies (activities) and clearly stated content, along with those attempted this year, need be evolved for improving congruence with stated objectives. The best innovations should be evolved in a precise language and be "packaged" for purposes of being replicated.

Statement

The Career Exploration Project activities were deemed to have the potential of becoming vigorous catalysts for promoting relevance to academic subjects. It was concluded that the third party evaluation team observed changes of behavior of the students, teachers and administrators of the project. Student changes of behavior of cognitive abilities, of broadened interests and performance skills were observed. The leadership from the state level provided continuous guidance with increasing effectiveness.

The inadequacies and inability to fully resolve some of the existing problems or to fully achieve all objectives should not in any measure be taken as reasons to remove the program from a school but rather that which is known to be sound and effective should be retained and that which was found faulty provide a further challenge to the formative process.

Projected Plans

Prior to the termination of the spring school term of 1971 the project director and the specialist in pre-vocational education made plans and proceeded through all appropriate channels for implementing a second workshop experience in career exploration.

The description of the plans presented below, is extracted from the bulletin issued over the signature of the State Superintendent of Schools, James Sensenbaugh. The bulletin was mailed to all superintendents within the state.

"The purpose of the workshops is to provide a team of five faculty members with the skills, opportunity, and motivation to develop a career exploration plan for their school. It is hoped that these plans will then be implemented, evaluated, and, if effective, incorporated into your total educational program. These workshops expand last summer's team membership of a counselor, a home economics teacher and an industrial arts teacher to include two new members: the mathematics teacher and a school-elected fifth content area representative:"

"Please have your supervisors of home economics, industrial arts, guidance, mathematics and curriculum and/or instruction nominate teams of five from those junior high schools considered representative of the schools in your county. Each workshop is limited to five teams and will be operated on this team basis to more effectively relate workshop product to later assessment.

CRITERIA FOR SELECTIONS:

1. Participants must apply as a team of five from a given school, (i.e. counselor, industrial arts teacher, home economics teacher, mathematics teacher and a school-elected fifth team member.)

2. Participants applying from outside the 50-mile radius must do so with the knowledge that they will be assigned to a double room on campus.

3. Participants will be selected to obtain broad geographical sampling, socio-economic variations within districts, and rural-urban balance.

COURSE DESCRIPTION:

Weeks One and Two: Teams of consultants will present theoretical rationale and operational models appropriate to the maturational level of the student population which will be served. Participants will move in an action setting which will involve them in role-playing and work simulation experiences designed to incorporate inception, process, decision, and product. Participants of each discipline will assume and research roles and experiences in which his colleagues and advisors have provided expertise. Community and industry will be engaged and involved in order to provide a fuller dimension of exploration.

Week Three: Participants will create a plan which can be applied in their own school districts. This process will be built, step by step, on the foundations of workshop experience, subject matter proficiency of team members, and the teams' assessment of realistic goals. The product is seen as a written plan which is immediately operational and provides for on-going evaluation in the school setting.

After all the candidates were selected, the first three week session was composed of five teams. The second session had four teams. There was no duplication of trainees from any county. The nine teams all came from nine different counties. Combining last years teams thirteen different counties and Baltimore have been involved. The diffusion or synapse effect was well planned.

A 1971 Career Exploration Workshop report will be forthcoming after the completion of the two-three week workshops. It

is expected that by contrast there will be strong evidence to the formative process of the project.

Elementary School Career

Exploration Component

Overview - A resource person with experience and training in the field of elementary school teaching worked with five elementary schools in the Baltimore city school system to assist individual teachers in making school instruction more relevant to the exploration of future careers. This resource person was available on a full time basis to act as a consultant to teachers, to survey the community to develop and catalogue resources available to them and children, to introduce teachers to some techniques of presenting programs, materials and ideas, and to help evaluate the organized programs ultimately selected by those teachers for use in their schools. In a statement of philosophy and purpose, Mrs. A., the resource person for this project, included the following statements.

Philosophy and Goals

> "The purpose of public education may be stated broadly as twofold: (1) to assist the individual learner to achieve his greatest self-development in order to enhance his own life; and (2) to further the good society by promoting the established and tested values of the culture in a framework which allows for change.
>
> Observing that our society is in process of technological and sociological evolution, we must recognize that we are operating at the interface of change. We must, therefore, provide the best of our heritage of the past and anticipate the possible futures that the rising vectors of change will produce and which our young people must soon face."

In order to provide these learnings it was deemed necessary to provide a program that would reach all children on a continuous basis, beginning at the earliest level (kindergarten) and continuing through their entire school career. Such a program would

focus on the different developmental needs of children at the various school levels and provide learning experiences congruent with their needs and abilities at each of these.

The objectives of this component were stated as follows:

1. To develop positive attitudes toward work, specifically,
   a. the need to work
   b. the dignity of all work
   c. the need to derive a sense of satisfaction from work
   d. the inter-relationship of jobs and interdependence of workers
2. To provide students with information about a variety of occupations;
3. To assist students to better understand themselves;
4. To provide students with a more realistic view of the world of work;
5. To assist students to understand the decision making process and provide training and experience in decision making.

Background

A cursory survey conducted by the elementary resource person of existing practices in the elementary schools of this geographic area revealed that career information was greatly fragmented throughout the curriculum and most often taught in isolation from potentially relevant instructional areas. Further, attention to career development, the world of work and the real world relevance of school subjects was seen as primarily dependent upon the enlightenment and motivation of individual teachers. No planned, coordinated and articulated program throughout the grades was discernable in practice. Sources of information and resources, where located, were usually scattered and only partially accessible.

Compounding this difficulty was the average teacher's limited background in the world of work. Frequently teachers, particularly elementary school teachers who have evolved through the educational system, have been systematically cloistered within academia and only peripherally in contact with the outside working world. Thus, even incidental learning about the world of work that might otherwise be gained by students tends to be inhibited through this educational encapsulation of the teacher.

There were 50 elementary school counselors in the 164 elementary schools of the city who were available to work with elementary school youngsters. These counselors placed their greatest programatic interest primarily on the 6th graders preparing for the junior high schools. There are undoubtedly exceptions to this observation and no systematic evaluation of elementary school guidance practices has been attempted in connection with this component. Some traditional practices bearing on career development may be observed. Field trips are a standby practice contributing to the child's first-hand understanding of the world. To derive the greatest benefit from such experiences, however, pre-and post-trip activities are necessary. Observations suggest that these are rarely conducted systematically.

These observations are not to disparage the many caring teachers who carry on with minimum assistance or direction in those areas. But with the burden of an expanding curriculum, additional new projects and the need to keep abreast of new teaching trends and systems it seems virtually impossible for them to realize a uniform and systematic set of purposes without

direction and assistance. This project was envisioned as a means to provide and evaluate a structure realizing a career exploration program at the elementary school level. Further, it was determined that the experimental schools would not have the services of a counselor.

Objectives

The broad objectives of this component were coordinated with the objectives of the larger Career Development Project and are stated in several sources.

They are:

1. Helping youngsters to learn more about themselves and to see themselves positively; and
2. Helping youngsters learn about the world of work and to relate this knowledge to their work in school.

This first year was considered exploratory and developmental. A greater knowledge of children, their interests and capabilities as well as a deeper understanding of teachers' interests and involvements was being learned. Hopefully, this will yield feed-back into a reconstruction of program objectives which will be more comprehensive for the second program year.

The elementary school consultant derived the following as tentative objectives for the first year. They are not specified by grade but by general level (primary grades, intermediate grades), and they are stated in performance terms.

Primary Grade Objectives

After one year of exploratory activity, the primary age student will be able to:

1. name and describe the work his mother/father/or "significant other", does
2. express reasons why he would or would not choose to perform that work someday
3. list 5 indoor occupations, 5 outdoor occupations, and tell whether these occupations deal with people, ideas or things
4. know the meaning of job family, be able to construct a job family
5. be able to identify at least 3 workers by their tools, clothing and be able to describe his work

Intermediate Grade Objectives

After one year of exploratory activity, the intermediate age child will be able to:

1. name and describe the work his mother/father/or "other" does and express reasons why he would or would not choose that type of work one day
2. list five indoor occupations, five outdoor occupations and five service occupations
3. identify an interest, attitude and ability and relate it to a job family in the future
4. identify one job that has changed because of technology

Planning the Program

The elementary consultant began her activities in September, 1970. Based in the Baltimore City Division of Guidance and Placement she was given relative freedom to select specific objectives for the program, and to plan the actual activities. Her plans were reviewed by the state specialist in Pre-Vocational Education, the director of evaluation, and the city's director of guidance.

The 5 schools selected as pilots were representative of the system at large, yet none were served by a counselor. All five administrators agreed to participate in the project. Next followed a systematic program to orient the faculties of the various schools to the program. An identical schedule was followed at each school, as indicated below in sample log entries by the consultant:

1. Met individually with each Principal to explain the component and to obtain support and reactions, and
2. Met with each faculty as a group and explained the proposed program and requested teacher volunteers for participation, and
3. Met with each P. T. A., explained purpose of program and elicited assistance from people of various occupations and professions.

Finally, the consultant met with a number of key resource persons within the system to determine what resources were available and how they might be utilized. A partial list of consultants included the following:

Coordinator of Economic Education

Area Supt. for Vocational Education

Director of Curriculum Development

Director of Project KAPS (Keep a Pupil in School)

Specialist in Instructional Materials

Itinerate radio and television instructor

Supervisor of early childhood education

Specialist in Instructional Material Research

During this planning period, which continued into December, 1970, the consultant conducted a variety of activities which included the following:

1. Served on the "Social Studies Book Review Committee" in order to be in a position to review and recommend books and filmstrips which would help promote career exploration;
2. Visited the instructional materials center, made an inventory of films that might be used by teachers in this area, catalogued them and made them available to teachers;
3. Surveyed the immediate geographic area to determine what businesses were located near the schools and to assess the possibility of school visits to those businesses;
4. Contacted a number of Commercial producers for materials to be used on a preview basis;
5. Contacted various school systems throughout the country who are operating experimental programs in this area of

career exploration. Among those contacted were:

State of New Jersey Department of Education

School #149, New York City, New York

Division of Vocational Education, Georgia State Department of Education

Seattle Schools

Nova Schools, Ft. Lauderdale, Florida

Division of Vocational Education, North Carolina Department of Public Instruction

Dean P. Talagan, Chief of Occupational Education, Wyoming State Department, Cheyenne, Wyoming

Teacher Reactions. After conferences with local administrators school faculty meetings were conducted where the consultant explained and discussed the aims, possible activities and possible outcomes of the program. The response of teachers volunteering to participate in the experimental program ranged from an estimated 50-75% at each school. This was taken as an indication of a satisfactory level of interest. It was evident that teachers have not been coerced into participation in the program.

Administrative Procedures. The consultant would be responsible to both the building principal and the Director of Guidance for the school system. All activities were reported to the Assistant Project Director and evaluation team.

Scope of the Programs. The five schools represented a total student population of 4,149, and a teacher population of 134. A breakdown of these totals is indicated in the following chart.

Populations of Participating Schools

School	No. of students	No. of teachers	No. of aids
1	930	28	16
2	1019	31	9
3	700	25	17
4	700	27	21
5	800	23	0
Totals	4149	134	63

Note: It was not feasible to involve entire schools in this component at this time. Extent of participation appears in the next table.

Every grade from kindergarten to six including special classes (I.Q. range between 50-79), was represented in the program in order to allow for experimentation at all grade levels. The following table indicates the various levels represented along with the number of teachers and pupils actually involved in the project.

Grades. Teachers and Pupils in Experimental Program

Grades	No of grades	No. of pupils	No. of teachers
K	2	100	2
1	7	245	5*
2	7	245	7
3	2	70	2
4	4	140	4
5	4	140	4
6	10	350	7**
Special	3	60	3
Totals	39	1350	34

* One teacher taught 3 sections of Social Studies.

** One teacher taught 4 sections of Social Studies.

During the planning phase from September to December, 1970, the consultant met with each teacher selected to participate in the program an average of two times. The purpose of these meetings was to determine the pupil needs and the needs of each teacher, to begin listing teaching objectives and to plan activities. These meetings provided directions for the consultant's research and for the development of activities and programs to suggest to teachers. Teachers were to be presented with a variety of

suggestions, activities, programs and materials from which they could select for classroom implementation. They were free to plan their activities independently as well. The consultant was to be a true resource person and not a director or master teacher. Teacher reaction to this approach was found to be favorable. They tended to prefer help and support rather than rigid or authoritative direction.

Implementation

School Visits. The consultant worked with each of the 34 teachers once each week from January through May on the following schedule:

	Mon.	Tues.	Wed.	Thurs.	Fri.
School #	2	1	4	5	3

The average visit lasted from 20 to 30 minutes depending principally on the number of teachers per school (School #2 has 9 teachers and school #5 has only 4 teachers). Some visits were much longer.

The major purpose of the visit was to plan and evaluate possible class activities, suggest media and resources, discuss needs and problems, and to follow up activities.

School visits occasioned regular meetings with building administrators to keep them apprised of the progress of the program. Principals' evaluations of consultant effectiveness was generally favorable and is treated elsewhere in this report.

Other Duties. The consultant spent considerable time working with community and school resources, researching and making arrangements for many special activities. This kind of support

permitted a wider range of teacher and classroom activities because of the consultant's personal presence. Committee work with the "Social Studies Book Selection Committee" and the "Social Studies Advisory Committee" of the school system, close working contact with the vocational specialists of the Maryland Dept. of Education and other administrative duties comprised the balance of the consultant's time.

Typical Activities. Program Activities varied greatly and ranged from classroom activities conducted by teachers or individual pupils exclusively, through several group diversified activities, to extra school individual projects and large group field trips. Appendix C provides examples of activities developed by the consultant and is representative of the types of activities routinely carried on by individual classes.

Specific examples taken from both the primary grades and the intermediate grades might prove helpful. They are presented below.

Primary. Grade one was treating the family; discussion notions of the interdependence of family members, responsibilities of family members and their contributions to the home and community. Nearly every child agreed to discuss his parents' job in the working world, to make a study of it, and to make a contribution to the class about their parents' contribution to the world of work. It was decided that a camera would be rotated to each child's parents who would photograph various aspects of their job showing their own responsibilities and some of their co-worker's duties.

Slides were made of the film by the system's Media Center and scripts were prepared by parents, child and teacher working together. Each child participating then made a presentation to the class. Many parents and in some cases, others (relatives, co-workers), agreed to visit the class to discuss their work and to answer children's questions. One parent, for instance, was a fireman. Pictures of him in action, taken by co-workers made a fascinating presentation which was followed by a school visit by the fireman.

Intermediate. One Social Studies class was studying immigrants to this country, investigating ways they learned to cope economically and how many family businesses were formed. Several children had parents who owned their own businesses, including one child who actually worked in that business. Field trips were made to community small business firms slides were prepared for future study, and research was conducted by class members.

The child who worked in a family business discussed its operation, brought forms and accounting procedures to class, and discussed how it felt to be a worker in a family business.

A local businessman spoke to the class about his business, answered children's questions, and probed in depth many economic, civic, and social implications of owning a business. Children later discussed why they would or would not like to own this type or any type of small business enterprise. This presentation by the local businessman coincided with a monitoring visit by a member of the third party evaluation team. The businessman was deeply impressed with the children's sophistication and depth of

understanding of legal and economic aspects of operating a small business.

Later these learnings were related to instruction in mathematics, developing some of the relevancy of this branch of study.

Materials Produced.

The following materials were developed by the consultant for use by teachers. Samples of these materials are provided in appendices. The complete collection is stored in the project archives and is available from the project assistant director on request.

The study and activity forms were developed after contact with teachers and administrators as an attempt to meet expressed teacher needs.

Study guides and Activity Plans for Teachers.(Appendix C)

Grade	Resource Guide
general	Parents' Occupations
K	Understandings
K,1	Activities
K,1,2,	Transportation
K,1,2,	The mailman
1	Understandings
1	Awareness of occupations and Job families
1	Objectives
1,2	The mailman
2	Awareness of Occupations and Job Families
2	Relationships of School and the World of Work
3	Job Aspirations
3	Objectives

Grade	Resource Guide
Intermediate	The Police Dept.
3,4	Understanding's
4	Awareness of Occupations and Job Families
4	Objectives
4	Leisure Time Activities
5	Leisure Time
5	Job Families
5,6	Government Jobs
6	Motivation
6	The World of Work
6	Kinds of Jobs
Special	Goals

Questionnaires and forms for students' use. (Appendix D)

Grade	Resource
K-6	School (Letter to Parents)
3-6	Questionnaire
3-6	Pre-exposure data on teacher and pupil views on the world of work
3-6	Student Information
3-6	Class Interview Guide
4-6	Interview form
4-6	Classroom Questionnaire
4-6	Reasons for Accepting Influence
4-6	What Decisions do you make?

Evaluation Although there was no attempt to survey large groups of students by objective instruments to determine if the objectives of the project were being achieved, monitoring of classroom activities, teacher reports, and the elementary consultant's self reports provided a number of findings:

1. Program activities addressed themselves to program objectives.
2. Many students were discussing and questioning many aspects of jobs and the world of work.
3. Teachers were encouraged about pupil interest in, and their explorations of, the world of work.
4. Many students were learning more about their own parents jobs.

Growth in self understanding and improvement of decision making processes and skills is necessarily difficult to assess. It is in these areas that increased development should occur. Newly generated activities should concentrate in these areas.

In terms of process, the consultant did adjust her activities to correspond to expressed needs of teachers. Her decision to spend a considerable amount of time during the early phase of the program in developing resources and researching and preparing guides for teachers was well justified and reasonably productive. Teachers' reports indicated they developed and increased confidence in their experimental undertaking and attempted a variety of novel activities related to program objectives which they might otherwise have never attempted.

A synapse effect was observed in which a number of other teachers expressed interest in inclusion in the program. Consultant time limitations did not permit further extensions of her efforts this first year. Techniques and processes are now

being contemplated which should lead to a larger teacher and pupil project involvement in succeeding years.

The extension of interest to other principals and administrators has not been assessed at this time. There is some evidence that the existence of the elementary component has not been widely communicated throughout the city school system.

Local School Evaluation. School administrators were asked to rate the consultant on a seven item form. Responses were received from 4 of the 5 administrators. These responses indicated the consultant was involving an increasing number of teachers in the development of their own skills in career exploration activities in three of the four responding schools. One school did not respond to this item.

Three of the four principals thought that the consultant was providing their school with materials, time and personal assistance on an equal basis with the other schools.

All four responding principals agreed that the human and material resources provided by the consultant were interesting, applicable and flexible.

Two principals believed that their schools were not utilizing the services of the consultant to the fullest possible extent. Two schools did not respond to this item.

Three principals felt that the consultant was demonstrating her effectiveness by "providing new approaches to curriculum for teachers", and two principals, through "increased numbers of field trips."

In the area of "pupil's enthusiasm and change in attitude toward school work by pupils" whose teachers were served by the

consultant, only one principal felt such changes were occurring, two disagreed and one did not respond.

Only one principal responded that the consultant was "spending one full working day per week", at their school, while three claimed she was not. (This item is possibly misleading; as it was earlier noted, varying numbers of teachers participating in the project require varying lengths of time to service in a given school).

Additional comments suggested that the consultant's services are a "great impetus" to the school program; that "she has introduced new resources to the school", and that "teachers have taken many of her suggestions and used her resources".

Results of the survey of principals' reactions to the services of the consultants is presented in tabular form elsewhere in this section.

Teachers' Opinions. A number of teachers rated the consultant's services highly. Verbal responses abundantly indicated that teachers have learned a great deal about the interests, knowledge and aspirations of children that was formerly unrecognized. A number have stated that they provided experiences for children that they would not otherwise have had developed.

Survey of Principals' Reactions to Consultant's Services:

School No.	1		3		4		5
	Yes	No	Yes	No	Yes	No	Yes
The consultant has spent at least one full working day per week in this school, this community, as with associated adult groups.	x			x		x	
The consultant has involved a visibly increasing number of teachers in this school in the development of their own skills in career exploration activities.	x		-	-	x		x
The consultant has made herself available to members of my staff with resource materials, time and personal assistance on at least an equal basis with the other 4 schools.	x		x		x		
The quality of both human and material resources which the consultant has provided has been interesting; applicable and flexible.	x		x		x		x
Although the consultant has made herself available to us, we have not utilized her assistance to the greatest possible extent.	x		-	-	x		-
The effectiveness of the consultant's services have been demonstrated through an increased number of field trips, visits to school by working parents and other businessmen, formation of community groups, new approaches to curriculum by teachers.	x		x		x		
We have observed an increased enthusiasm and a corresponding change in attitude toward school and work by those children whose teachers have worked with the consultant.		x	-	-	x		

Note: - - indicates no response to item.

Recommendations. In view of the interest expressed by a number of teachers not currently in the project the consultant should consider increasing her involvement to a greater number of teachers next year. This will necessitate a more economical usage of time and possibly less individual teacher contact. The consultant's increased work with groups of teachers and production and dissemination of resource materials both at hand and newly developed by teachers this past year, should be begun earlier in the second year followed by summative type evaluation procedures. The development of a model of the self concept as it relates to program objectives would be helpful both in developing program activities and in conducting evaluation. Such a model should include the discrete dimensions of the positive self concept.

Further, program activities which develop decision making skills might be encouraged if an anatomy of the decision making process were provided to teachers in the project. Such a model, again, should include the specific skills involved in and the dimensions of the process.

Dissemination of information about the entire component should receive greater emphasis within the school system to encourage replication of the successful activities.

Computerized Placement Information System Component

Overview. This component of the project was an attempt to determine the usefulness of a computer system in providing information to senior high school pupils in the areas of: college data, vocational technical school offerings, scholastic and financial aid, general and specific occupational data for a limited geographic area. Information is to be stored in a central computer information bank which is accessible through a tele-processing mode from a remote terminal installed in a senior high school in a large city school system. Staff and students are to be trained in the possible uses of the system and proper operation of the equipment. Experimental use of the equipment with selected pupils and staff occurred in the Spring of 1971. Full implementation of the system is currently planned to begin in the fall of 1971.

Objectives. The purpose of this project component was several-fold: (1) to provide to senior high students a bulk of current information about a variety of career development areas (past high school training, for vocations, college data, financial aid for education, entry level job data) to aid student career and educational decision making and (2) to provide yearly current data about job characteristics in the greater Baltimore area.

Background. The city of Baltimore was selected as the site of the model operation because of its long history of vocational guidance and job placement dating from 1928. The city school system operates an essentially decentralized placement program such that

the 12 comprehensive high schools and two senior vocational-technical high schools operate Employment Centers staffed by two coordinators each. The major thrust of the placement centers has been to bridge the gap between school and work by locating employment openings for the youth of the Baltimore City school system. This program defines 6 aspects of job placement: 1/ permanent 2/ part-time 3/ temporary 4/ summer 5/ NYC 6/ cooperative training programs.

In addition, the city has appointed a coordinator to serve as liaison between the Job Bank of the Maryland State Employment Service (MSES) and the placement service of the city schools. (The Job Bank of MSES maintains daily current data on job openings in the Baltimore area, assembles job orders by data processing procedures into book form to provide employment interviewers with information about all job orders on a daily basis. The main purpose of this order-taking and referral procedure is to control employer visitations made by various agencies who solicit job openings and to control the number of referrals made to employers daily).

Broader aspects of the Baltimore City vocational guidance program include school career assemblies, visitations for direct observations, use of news media, T. V. instruction, programmed instructional materials, and input from the Advisory Council of business and education leaders.

Planning. Interactive Learning Systems, Inc., (ILS, Inc.) entered into a contractual agreement with the Baltimore City Schools to provide supportive vocational guidance services to students in one of the city's large senior high schools by installation of a

remote teletypewriting terminal with input to a central data bank. The possibilities of input from the MSES Job Bank would be explored for possible inclusion in the service at a later date.

One of the earliest priorities established by ILS, Inc. was the need to establish clearly the kinds of information students want and need in order to distinguish among prospective employers.

In March of 1971, representatives of ILS, Inc. visited with various Baltimore agencies for planning purposes. These agencies included the Baltimore Metropolitan Area Career Conference, the Baltimore Advisory Council on Vocational Education, Baltimore Chamber of Commerce, the Baltimore Placement staff of the city school system, the participating high school, Department of Employment Security and the University of Maryland Industrial Education Department.

In keeping with the established (planning) priorities ILS, Inc. developed a working form for the compiling of comprehensive data on employer characterisitcs for use within the system. With this model form it was next decided to identify an appropriate source of employer data to be used for demonstration purposes. Several sources were already available and these were considered for appropriateness of input. The sources were the Baltimore Placement Service with information about 22,000 metropolitan employers; the Department of Employment Security with information about every employer in Maryland with over 25 employees; the Maryland Department of Economic Development with limited information on approximately 3,500 Maryland manufacturers.

ILS, Inc., decided to survey the community and identify 100 jobs and record the pertinent data contained on the "employer

characterisitc list" (Appendix E) in order to assemble a job population for demonstration purposes. The Baltimore Placement Service agreed to conduct this survey and provide the necessary data for development of a data prototype system by late June, 1971.

Meanwhile a terminal was installed in the aforementioned senior high school and training of staff and students in the use of the equipment commenced in April, 1971, using information of national significance as the demonstration data population.

Installation and Operation. A teletypewriter remote terminal was installed in the cited senior high school in Baltimore on April 8, 1971. An overview of the machine and its uses and minimal operating instructions were provided by a representative of ILS. Training and/or instruction was provided for the entire school's counseling staff, the job coordinators, the principal and a retired placement counselor who may be employed later as a para-professional in this component.

The school was closed the week after the demonstration for the Spring vacation period. The following week one of the counselors began to arrange for use of the machine by a sample of the student population for orientation and experimentation with operating procedures. The counselor reported that the pupils seemed to grasp the concept of the system readily. They requested information stored in the data bank with little difficulty. Much of the information pertained to college information, financial aid for further education and career information.

At about this time ILS, Inc. had developed the "employer characteristic list" and submitted it to a committee of job placement coordinators from the Baltimore schools for approval and/or

modification. The committee evaluated the form and returned it to ILS, Inc., with their suggested modifications. The experimental forms were then reproduced in a small booklet form (Appendix E) and returned to the committee who had agreed to complete the forms for 100 firms in the Baltimore area. June 18 was set as the deadline for submission of the completed forms to ILS. Approximately 75 forms were completed as of that date.

Products. The employer characteristic form (experimental form) is being used to compile data on 100 entry level jobs in the Baltimore area that recent high school graduates have entered at the present time. This form lists jobs coded and grouped by D.O.T. number. It further provides a careful geographic subdivision of jobs in the Baltimore area into eight regions.

This geographic subdivision was deemed useful because the experience of the placement service has shown that pupils are likely to choose a work setting not only on the basis of occupational interest but also on the nature of the employer's services or products. For example, a pupil might decide he wants to work at Johns Hopkins Medical Center and look for an opening there, rather than first deciding he wants to be a hospital orderly and then looking for employers who are hiring orderlies.

The form was designed to be used to collect data about every potential employer in the Baltimore area. If the prototype system proves workable in the experimental phase it will be adapted as the standard information gathering vehicle of the program.

For the pupil interested in exploring among various employers in the Baltimore area as opposed to available openings (that

information is available on a day-by-day basis from the Job Bank), characteristics can be cross-referenced to produce job profiles that yield highly personalized pupil interests. For example, a pupil could identify all employers in (1) Northwest Baltimore, (2) that provide a four-day work week, (3) in a non-union setting, (4) that provide on-the-job training, (5) for laboratory technicians, (6) where the average age of employees is below 25, (7) where car pools are organized within the company, and (8) have employee athletic facilities available.

If data collection in this exploratory phase proves successful, efforts will be made to prepare the data for permanent entry into the computer data bank. ILS, Inc., estimates that the next six months will probably be devoted almost entirely to taxonomic improvement and the development of adequate data collection procedures.

Evaluation. Planning for this project proceeded logically. A thorough form for analyzing job characteristics that would relate to students needs and interests was developed and employed on a reasonable trial term basis. The decision to experiment with a limited data population by selected students in order to determine the relevancy of data and facility of are students were within the parameters of legitimate experimental development.

Some technical difficulty with experiment usage was observed on monitoring visits. Telephone line access to the central data bank was impossible to achieve at times. This difficulty must be obviated if the program is to gain acceptance. Such difficulties are to be expected in the use of sophisticated technology,

however, too frequent malfunction of the system will likely engender unfavorable reaction from student users.

There are school systems in the area already employing computerized techniques in dispensing vocational and career exploratory information. However, no evidence exists that indicates that the planners of this component coordinated with these other agencies in the development of their program.

Program development was sufficiently flexible to allow for the expansion of objectives. The opportunity to receive data input on currently available jobs through the MSES job bank will be evaluated for inclusion in the program. This would result in a widening of program objectives.

Work-Oriented (Cooperative) Component

Overview. A program for junior high aged youth which combines a half day of school with a half day of work under close school and work supervision in school-neighborhood small businesses (under 10 employees), was initiated in the Spring of 1971. Twenty-one high risk youngsters from the 7th grade, between the ages of 14 and 16, from a Baltimore City junior high school were selected to participate. The program is continuing in a modified form throughout the summer.

This program constitutes a major modification of the component originally envisioned by the Maryland State Department of Education and mentioned in their proposal as the "Skill Training and Placement Component". In April, 1970, E. Niel Carey, Director of the Maryland Career Development Project, requested and received permission from USOE to alter the program. Accordingly, the program in its present form was initiated during the last quarter of the 1970-71 school year.

While it is too early to fully evaluate this component with empirical data some evidence was available from which to draw early inferences relative to the developmental process and the probability of success the program will have in achieving its objectives.

Objectives. We can acquire the objectives of this program from 2 sources: Mr. Carey's letter to Dr. S. High (Chief, Exemplary Programs Branch, Bureau of Vocational-Technical Education) USOE (April 20, 1970) and a May communique from the Maryland State

Department of Education entitled "work-Oriented (cooperative) curriculum Component" (The Maryland Career Development Project).

The objectives may be stated as follows:

1. To acquaint pupils with employment opportunities at a job entry level within their local environment (often overlooked by pupils).
2. To utilize the small businessman as an advocate for the student-worker - to teach that student employability skills and attitudes bearing on that relationship.
3. To utilize the small businessman as a resource to the school - to assist the school staff to understand employer's needs so that instruction might become more relevant.
4. To help students to relate school experiences to productive work.
5. To provide a means of retaining these highly drop-out prone students within the formal educational establishment.

The Program. In April, 1971, a group of students were identified as potential drop-outs from the school program. These pupils were 7th graders ranging in age from 14 to 16 years. Their school achievement was low and school attendance concurrently poor. The school attendance of this group varied from about 50% to 30% attendance for the present school year. The traditional school program had failed to challenge them and in all likelihood most of them would soon be dropouts because of this institutional failure.

By April 19, a group of 21 were selected for voluntary participation in the program. Letters of approval were received from their parents or guardians and they began their orientation to the

program under the guidance of a project-appointed coordinator whose unique qualifications are described under "Instructor".

Meanwhile, a list of about 25 local businessmen had been contacted by 2 of the city school system's work-study coordinators and had agreed to accept one or more of these students into their business as part time employees (working 3 hours per day).

The students were then assigned as a group to a special instructional track of their own under the supervision of Mr. J. B. who was to serve both as their instructor in the mornings and as their work coordinator and advocate in the afternoons. Their program called for academic and job related classroom instruction from 8:30-12 noon, and work experience from 12:15 or 12:30 to 3:15 or 3:30.

Mr. B. first arranged for each student to acquire a social security card and a work permit from the State of Maryland. This procedure was personally executed by each student, both to save time and to begin their exposure to the real world working conditions of job placement.

The Classroom. Mr. B. was permitted great flexibility within his classroom by the school administrator in order to meet the unusual needs of these students. Instead, Mr. B. chose to combine field trips to local work sites and in-school visits by local resource people with a great deal of class discussion and emphasis on the work application of academic subject areas. The subject areas of greatest concentration were reading and mathematics. Reading consisted of a great deal of phonics and an individualized inspirational reading program emphasizing success stories in literature.

Class discussions varied a great deal and were often directed by students' perceived needs. Much of the dialogue was concerned with job related activities and concerns. Safety, punctuality, politeness, neatness, perserverance, and a variety of basic but important personal characteristics were treated. On one occasion, the vice president of a local bank spoke to the class on the value of saving a portion of each paycheck. A lively discussion followed this presentation, apparently revealing the novelty of this notion to many of the students.

Home Visits. In an attempt to become better acquainted with each child, Mr. B. has visited the homes of nearly all his pupils and met with their families. This has given him and the school deeper insights into the influences in the home life of each child and how they affect his career identifications and aspirations. During those visits the program was explained to each family as well as the things they could do to contribute to the child's success in school and work. Sometimes emergencies would arise and such family contacts helped insure the retention of these children in the program. During the summer months, Mr. B. will visit with each family at home to continue discussions and plans for these young people.

The Instructor. From observations it was evident to the evaluator that Mr. B. was qualified for his position by temperament, training and experience. His experiences include 31 years as an employee with Bethlehem Steel Corp. during which time (1951) he received a B.S. in engineering, and progressed from an apprentice level job as a machinist through a variety of foremanships in different aspects of the business. He is now retired from

Bethlehem and is working at night on a master's degree in the field of Education.

Mr. B. is a high energy individual who does everything with great enthusiasm, becoming absorbed in whatever enterprise he finds himself. His genuine affection and concern for his students is evidenced by his imaginative and energetic conception of his job. He accompanied this writer on a visit to a number of the small businesses in which his students are placed where he had immediate access to all of the owners, whom he knew on a first name basis. They easily exchanged ideas about, and comments on, the students and the jobs they were doing.

Job Placement. There were a total of 21 students enrolled in the program and placed in small businesses as of June 1971. Between April and June there has been a turnover of 9 students for the following reasons:

3 involuntarily dropped from the program (2 refused to report for work; one was unsatisfactory)
3 moved from the area
3 voluntarily dropped from the program (they became disinterested in the program)
9 total

All of the students were placed in jobs that were a few minutes walking distance from the school. Most of these were located in an urban area congested with small businesses. Students held entry level positions which they could learn with a minimum of employer training. Certain of the students were tried in several jobs before they felt suited to the employment. For instance, one boy became bored with his job in a shoe store because there was not enough work to keep busy. Subsequently, he adapted very well to a supermarket where he was almost constantly

in motion.

A sample of the types of businesses in which the students are located includes:

Wholesale distributor
Furniture department store
Shoe repair and sales store
Dry goods store
Beauty parlor
Food Market
Florist
Small department store

Job Visits. The writer randomly selected and monitored 3 employment situations and interviewed students and business owners. Such questions were asked of students as, "Do you like this kind of work?" "Is this a good job?" "Why?" "What can you learn working here?" "What have you learned here?" "What do you think about school?" Under such interview conditions it is unwise to expect original and forthright responses. Students generally provided the anticipated positive answers they no doubt thought were expected of them. To the observer, their behavior indicated that they were performing tasks related to the objectives of this component.

A majority of the employers responded to this interviewer in a positive manner and communicated enthusiasm about and commitment to the program. Three employers volunteered that they thought they helped the students by keeping them "off the streets", which two said was a real problem environment for youngsters in the city. They felt that the students were developing proper attitudes toward productive work and that this enhanced the development of good citizenship.

To the question "Would you hire this boy after the program?", two replied "Yes", they would. One employer, the owner of a

furniture store, felt that the several boys he employed did not make an adequate contribution to the firm, but he felt a responsibility to do something to help them. To the question, "Are the students punctual?" responses were favorable. Mr. B. reported that several students frequently arrived at work early "to get off to a good start that day."

EVALUATION. By being actually employed and on the job daily, each student involved in this project gains work experience while he is able to internalize these, and those of other pupils, during the daily school class periods. Since a diversity of jobs are represented, the raw material for relatively broad ranging experienc-sharing is apparent. Class discussion enhances the probability that students will learn to appreciate the job opportunities of the immediate environment. The first stated objective of this component has been readily achieved through initial implementation.

Through monitoring class instruction and field visits which included interviews with both employers and students we can see that students do acquire some employability skills. Probably the greatest gain is being made in terms of attitude modification. From attitude surveys conducted prior to program implementation, we judge from conversation with principal and instructors as well as school records, that characteristics of this group included poor attitudes toward punctuality, attentiveness, cooperation, low motivation to assigned tasks, regular attendance and other traits necessary for success either at school or work. A complete survey of pupils will be required to make judgments about the attainment of employable work skills.

The school has not yet utilized the participating small businessmen in any way sufficient to realize objective three. This process should begin as soon as feasible during the second year of operation. Possibly the late start of the project made such activities impracticable at this time.

A closer inspection and analysis of classroom activities is suggested in order to determine the most appropriate and efficient use of this dimension. The experimental nature of the program and lack of school teacher experience of the instructor dictated that this would be a period of tentativeness. After the instructor has gotten his sea legs and established rapport with his pupils-- a crucial first phase -- more attention can be devoted to the academic structure of the classroom.

Student attendance both at school and on the job is encouraging. Except for the 6 pupils of the original 21, students have been more punctual and more regular in attendance than previously.

RECOMMENDATIONS. A careful study and analysis of students' cumulative records to determine individual pupil achievement profiles should yield clues to possible individualized compensatory educational programs. The design of additional subject matter input could enhance achievement gains. Greater program flexibility for pupils could result in a wider range of educational choices. Local consultants and central office personnel should be available for such services.

This type of program (the work advocate program) is easily misunderstood. Attention should be given to proper dissemination of program activities and goals, particularly to faculty and parents.

Such information might yield more input from the school's total faculty.

RECORDS A great deal of informal observation is a necessary and useful part of student evaluation in this type of program. These observations will yield useful data about students if they are recorded and systematised. Anecdotal records, inventories or surveys of self concepts, interests, aspirations and other objective data collected early and continuously throughout the program,(and readily accessible to the instructor), will aid evaluation efforts and provide input for program development. A file compiled by the instructor, kept separate from and later assumed into the cumulative record, would enhance study and observation of individual pupils.

Instructional Television Series

Overview: A series of television programs were planned to blanket the state of Maryland for viewing by adults and a school population of grades 4 through 8. The programs will provide information about the range of opportunities available in nine career areas each of which subsume a variety of jobs and careers defined by the Dictionary of Occupational Titles and considered appropriate as they have significance for this geographic region (the state of Maryland).

Fifteen programs of 20 minute duration each will be filmed for showing beginning in January, 1972. Software will be developed and distributed to teachers in the viewing area and will provide pre and post program planning ideas, discussions and activity suggestions which teachers may incorporate into learning units or into a variety of curricular areas.

The Division of Instructional Television of the Maryland State Department of Education will film and produce the programs based on content verification and development of the professional and lay members of a project appointed committee. Many of the facilities and resources of the Maryland Commission of Public Broadcasting are available to the program producers.

Objectives: Emphasis will be given to the fact that one's career will increasingly consist of a lifelong process of education, training and work experience which, along with one's leisure time, will provide for human needs in a changing society (proposal for Exemplary Project in Vocational Education).

The specific target audience is primarily 6th graders but programs are expected to show peripheral value to the range earlier cited.

Each T.V. episode written with specific objectives, including terminal behavioral outcomes for given specific programs.

Superceding information about job opportunities and the range of opportunities in nine career areas the program will be primarily concerned with the development of positive and specified attitudes towards work and leisure and the promotion of decision making skills.

The planning committee, after extensive discussion and study, writing and revision, derived the following goals for the television series:

Through the medium of television it is hoped that children will...

1. recognize that all legitimate occupations are necessary and worthwhile by observing the interdependence of people and tasks upon one another.

2. be able to identify the sequential steps in decision making: motivation, exploration of tentative and alternate choices, decision upon a course of action, acceptance of responsibility for consequence, and evaluation of choice..by seeing examples of this process linked to activities they know.

3. learn that work habits developed now are likely to carry over into job performance.

4. witness the importance of cooperative group effort in achieving common goals.

5. observe ways in which extracurricular and recreational activities may be connected to future occupational choice.

6. recognize the correlation between school subjects and various occupations.

7. understand that one's first career choice need not be one to which he is restricted for the rest of his life.

8. understand that work provides satisfaction in its own right by observing the pride and pleasure which are visible components of job performance.

9. observe various work settings and the people in them in terms of likes, dislikes, and beliefs.

10. develop an appreciation for and understanding of all fields of work and the contribution that each makes to society.

11. become more cognizant of the career possibilities and influences with their immediate communities.

12. recognize the differing patterns of men's and women's vocational participation and the determinants of these patterns.

13. witness how the uniqueness of each person can contribute to others, as well as to his own fulfillment, through creativity within a task.

14. learn about several broad career areas and the many opportunities contained within these areas.

Planning: The development of this project arose, in part, from information gathered from a long term I.T.V. project undertaken by Washington County, Maryland, schools. This project was originated by a Ford foundation grant 14 years ago which continued for several years under financeship by Ford and which was assumed by the county. A great deal of information was available prior to the beginning of the Maryland Career Development project series.

Planning Committees: A planning committee was appointed in the fall of 1970. The following persons constituted that committee:

Mr. Harts Brown Staff Specialist
3701 Bowers Avenue
Baltimore, Maryland 21207
Phone: 448-1429

Mr. Niel Carey
Specialist in Vocational Guidance
Division of Instruction
600 Wyndhurst Avenue
Baltimore, Maryland 21210
Phone: 383-3371

Mrs. Anne C. DeAmicis
Specialist in Health Occupations
Division of Vocational Education
Maryland State Dept. of Ed.
600 Wyndhurst Avenue
Baltimore, Maryland 21210
Phone: 383-3439

Mr. Otho E. Jones
Specialist, Career Development
Md. State Dept. of Ed.
600 Wyndhurst Avenue
Baltimore, Maryland 21210
Phone: 383-3554

Mr. John C. Maitland, Jr.
Division of Instructional Television
Md. State Dept. of Ed.
Maryland Center for Public Broadcasting
Bonita Avenue
Owings Mills, Maryland 21117
Phone: 356-5600

Mr. J. Allen Martin
TV Teacher - Washington County
Box 730
Hagerstown, Maryland 21740
Phone: 731-2700 X 278

Mr. Donald E. McBrien
Supervisor of Guidance
Board of Education - Balto. Co.
Greenwood - 6901 N. Charles St.
Baltimore, Maryland 21204
Phone: 494-4194

Mrs. Nancy Pinson
Specialist in Pre-Vocational Ed.
Division of Vocational Ed.
Md. State Dept. of Ed.
600 Wyndhurst Avenue
Baltimore, Maryland 21210
Phone: 383-3554

Mr. Joseph J. Ramach, Chairman
Specialist in Data Processing
Division of Vocational Ed.
Md. State Dept. of Ed.
600 Wyndhurst Avenue
Baltimore, Maryland 21210
Phone: 383-3299

Mr. James Ross
Manager of Special Services Office
Maryland State Employment Service
1100 North Eutaw Street
Baltimore, Maryland 21201
Phone: 383-5204

Dr. Carl N. Schroeder
Director of Field Services
Bureau of Educational Programs
Md. State Dept. of Ed.
600 Wyndhurst Avenue
Baltimore, Maryland 21210
Phone: 383-3444

Mr. Gerald Burlage
Director, Specialist in Production
Division of Instructional Tele-
vision
Md. State Dept. of Ed.
Bonita Avenue, Owings Mills, Md.
21117
Phone: 356-1288

This planning committee was responsible primarily for setting the objectives for the program, establishment of timetables and the appointment of subcommittees which would be given specific tasks in the project. The third party evaluation team members served as ex officio members of this committee and attended most of the committee meetings. The committee met on a bi-monthly basis. From time to time expert consultants met with the committee for planning and evaluation input.

TESTING One subcommittee conducted extensive testing of adults and of a large available sample of students from 4th to 8th grade (Appendix H) to determine their attitudes and cognitive knowledge of the world of work. After analysis and study of these test results, the planning committee refined its program objectives,

narrowed its field of concentration to a 6th grade target audience, developed a program series outline and assigned specific program development packages to committee members.

IMPLEMENTATION Bi-monthly meetings of the planning committee will continue and special sub-committee meetings will continue. Individual members will research and develop script ideas for their designated programs and develop program ideas for the production team (Appendix I) Members of the planning committee did not write the television program scripts. It was their assignment to develop program ideas and specify objectives for given programs. A script development sub-committee was formed and its' membership was constituted of the following persons:

Career Development Project Assistant Director, the Television Program Producer, the Script Writer, the Planning Committee member assigned the specific program, member of the third party evaluation team and sometimes additional members.

The function of this committee was to discuss program content and various methods of presenting the program to sixth graders. Following this meeting the television producer and script writer held a series of meetings in order to develop the program format and the television script itself. Concurrent with and subsequent to the development of the television script a professional writer hired for the purpose developed software to accompany the program. This software would take the form of pre and post program suggestions for teachers which would be contained in a guide to be distributed to teachers prior to program showing. A sub-committee of the program planning committee would evaluate the work of the software author.

Student Actors A sample of students were identified as potential actors for the television series. The students were auditioned with a drama workshop teacher in the hope of selecting a smaller number of students who would work as actors in the television program. The students were asked to respond spontaneously to problems of space, imagination, future identity and hopes through a no costume, no props, role playing scheme. A special sub-committee evaluated student responses and selected students as actors for future program filming. The planning committee reviewed video-tapes of student performances and approved selection of student actors. A shooting script of one television block was presented and approved by March 10th. Corrections and refinements were made in the original script. By the end of March a short (2½ to 3 minute) segment of the first television program was recorded on video tape and served as a pilot for the project. Two versions of the pilot were made from separate scripts. Each of the pilots was shown to a sample of teachers and pupils for reactions. Films were taken of the students viewing each pilot and post tests were administered to the pupils to test their cognitive learning. The films of the students viewing the pilots were studied and together with the test results, used as a guide for the selection of one of the pilots as a working unit of the first program. Results of this filming was shown to the planning committee and to a number of sixth grade teachers in order to obtain their reactions. Several of these sixth grade teachers were then recruited to serve as advisors to the planning committee for future television programs. Their function would be to view completed programs and provide evaluative input from a practitioner's point of view. By mid-summer one episode - a program concerned with

the communications industry - was filmed in its entirety. This program was auditioned by several committees and found to have a number of serious shortcomings. The script was subsequentially rewritten and the program refilmed. This program was acceptable and the lessons learned from the previous experience proved to be a valuable experience for the entire project. Meanwhile several consultants met with the planning committee and provided valuable input to the planning. These consultants included Dr. Don Perrin, an experienced television producer and Dr. Thelma Baldwin, a researcher and evaluation specialist.

Production of this series is continuing with the production of scripts (Appendix K) keeping slightly ahead of the filming of programs. Several programs are scheduled to be filmed by the end of the summer and several additional scripts will be completed by that time. The manual is still in the process of being written and is keeping pace with the production of television programs.

Evaluation The planning committee was observed to function in a careful, orderly and purposeful fashion by the evaluation team through attendance at both planning committee meetings and special sub-committee meetings. The committee developed their goals and objectives for the series and then revised them several times to adjust to new ideas and survey findings. Their approach was pragmatic and practical. When faced with questions about what children knew, they surveyed teachers and children themselves. When forced to reduce thousands of job categories to a manageable number for program showing they divided the world of work into 9 categories and proceeded to develop programs about this structure.

A number of meetings were held to evaluate a short pilot segment, to discuss script dialogue, setting and comprehensiveness of content. Two versions of the pilot segment were made and auditioned by a sample of students to obtain their reactions. Additional meetings were then conducted before the first film was produced. The production team accepted a substantial body of criticism about the film and elected to remake (rewrite and refilm) nearly the entire first program. When a panel of teachers advising the planning committee made additional criticism for omissions in the program, the committee decided again to revise the program. The committee and production team revealed themselves as capable of self criticism and of receiving outside evaluation, adjusting their efforts to pragmatic findings.

Consultants of high professional standing were invited to several meetings. Their criticisms and suggestions were often incorporated in committee planning.

The Assistant Director of the Career Development Project kept all committee members and others informed of committee meeting results through a timely preparation of meeting minutes, which served as policy statements for the work of the committee.

Guides were developed to assist committee members in their work of program construction. Committee members were assigned the task of preparing program material sheets from which the producer and script writer would develop scripts. (Appendix K)

Work schedules were adjusted several times in order to conduct comprehensive studies or select talent for episodes and for other reasons. The project remains on schedule, and continues to adjust goals and activities as feedback indicates the necessity of such change.

Career Development Notebook

Overview - A five section notebook is to be developed and distributed to Maryland elementary, secondary, higher education, and continuing education personnel to introduce current ideas of the importance of the concept of career development in the lives of people and to suggest methods of developing and implementing educational programs in this area. The project was begun in the fall of 1970 and was developed by a number of professional personnel, committees, and agencies.

A first draft is planned for distribution on a limited basis in the fall of 1971. Evaluation of this resource will be conducted by reader surveys and the third party evaluation. A first revision will then be prepared for distribution on a broader scale to public educators at all levels throughout the state of Maryland.

Objectives - The objectives as stated in a mimeo report of the notebook writing committee are:

1. To provide educators with a meaningful concept of career development as envisioned by the Maryland State Department of Education and to suggest some implications for the development of educational programs.
2. To provide operational models, planning models, resources and information to educators and others interested in planning career development programs and activities.

Planning and Development - The writing committee of the Maryland State Department of Education began in September, 1970, to review the work of various other agencies throughout Maryland that had done pioneer work in the area of career development. A few counties had

developed conceptual models and had begun to implement programs of their own in this area. Members of the committee visited existing programs throughout Maryland and interviewed many of those who had developed models and programs. Committee members also monitored some of the working programs.

Baltimore County contributed a well developed career development model which served as one impetus for the Notebook's formation. In addition, two members of the Interdivisional Task Force on Career Development, produced a theoretical model of career development from early childhood through adulthood. (Appendix F)

Baltimore County's model encompassed the grades from Kindergarten through 12. A committee from Maryland State community colleges developed the post-secondary plan and the Adult Education Section of the Maryland State Department of Education developed the adult model.

Products: In addition to the models of career development cited above which are both theoretical and practical models, four action models were developed and are included in the notebook. (See Appendix F for sample)

The four action models are from four counties (Baltimore, Garret, Anne Arundel, Worcester) which have operational plans at school levels. Their plans give concrete suggestions and examples for implementation of programs at the county level. (Appendix G)

The Maryland State Department of Education Model included an illustrated chart of the dimensions of human growth and development correlated with theoretical career development concepts.

The Baltimore County plan consists of a practical guide to implementation of career development concepts, containing principles,

objectives, suggested procedures, and suggested evaluations for all grades, Kindergarten through 12.

Several committees are currently at work developing various phases of the notebook. Changes or modifications are likely to develop while the work is in progress, though the outline provided below serves as a guide to planning and development.

Suggested Outline - Maryland Career Development Notebook

I - Introduction

A. The Concept of Career Development
B. The Interdivisional Task Force on Career Development and the Maryland Career Development Project

II - Planning and Program Development Strategies - Some Action Models

A. Baltimore County
B. Garrett County
C. Anne Arundel County
D. Worcester County
(Brief descriptions of the strategies that several different counties have used in planning and implementing Career Development programs.)

III - A Career Development (Kindergarten-Adult) model - Goals, Objectives and Activities (Basically, this section would consist of the specific model developed in Baltimore County)

IV - Implementing the Career Development Concept - Current Operational Programs (This section would include brief descriptions of programs or activities designed to facilitate career development at various levels. Such programs could include Project GO (Baltimore City), the Career Exploration Workshop held at the University of Maryland last summer, a description of Baltimore City's system of placement work study coordinators or Harford Junior College's Comprehensive system of student personnel services.)

V - Resources
(This section would include a compilation of available resources - consultants, printed materials, audio-visual materials, and community resources.)

These could be organized in several ways. This is one suggestion:

A. General or overall
B. Elementary level

C. Junior high or middle school
D. Senior high school
E. Post-secondary
F. Adult

The notebook is as yet incomplete and several sections are still under development.

Evaluation. Though the notebook is somewhat behind schedule in development, it has been improved and enlarged from its original conception. Due to input from evaluators, when complete it will be more comprehensive than originally planned.

Committee work is necessarily limiting in some aspects but the committees assigned to the various sections were observed to be operating smoothly and efficiently. The evaluation team visited with one of the writing committees during the final phase of its editing work and noted that project work had been completed on schedule. Planning activities adjusted to, time schedules were realistically established and adhered to.

The later inclusion of several (community college and adult) committees seem appropriate and within the bounds established in the original proposal. Current plans would indicate that a loose leaf draft for limited distribution for the purpose of field evaluation is realistically scheduled.

Specimens of Notebook products are included in Appendix G.

Dissemination Practices

The Assistant Project Director was responsible for a working system for disseminating information to all participants and staff. Minutes of meetings and decisions made were adequately disseminated. The minutes and bulletins which are located in the archives of the project provide evidence of the developmental process and flow of the project.

Other forms of dissemination included on site demonstrations for interested personnel as well as for the State Advisory Council on Vocational Education and the U. S. Office of Education. Local community, county agencies institutions from higher education through the elementary school were provided various forms of information. On the national level two papers were presented at the APGA Convention, April, 1971, in Atlantic City by two of the administrators of this project and one at the AVA Convention, December, 1970, in New Orleans.

Press releases were made to numerous media. To date they appeared in the following newspapers.

Paper	City	Date	Page No.
Gazette	Prince Frederick	7-24-71	2
Maryland Independent	La Plata	7-22-71	19
County News	Laurel	7-28-71	14
County Record	Denton	7-21-71	15A
Independent	Prince Frederick	7-22-71	8
Kent County News	Chestertown	7-21-71	B8
University of Maryland Precis	College Park	7-30-71	3

At large dissemination of selected data and materials on request were provided. The names of requesting individuals or agencies appear in Appendix L. This is only a partial list as clerical staff was not available to make a search in the many files.

APPENDIX

Due to the large quantity of appendices materials and the cost of reproduction a limited quantity of these were made. In the event a special need for these occurs they may be obtained from the director of the project.

APPENDIX CONTENTS

A.) Junior High School Workshop Evaluation Forms
B.) Field Progress Report Form
C.) Elementary School Component, Teacher Guides
D.) Elementary School Component Questionnaires
E.) Data Collection Questionnaire Interactive Learning Systems
F.) Career Development Model, K through Adult
G.) Career Development Models
H.) Adult and Student Surveys
J.) ITV Work Sheets
K.) "Communications" Program Script
L.) Dissemination List

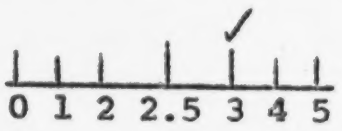
Appendix A
Pre-Post 1970

_____ Guidance
_____ Home Economics
_____ Industrial Arts
_____ Other

CAREER EXPLORATION WORKSHOP
EVALUATION FORM

INSTRUCTIONS: Please respond to the items listed by placing a check mark over the number on the scale which best reflects your knowledge, feelings or judgment.

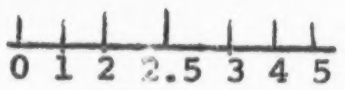
Example: The workshop experiences have provided me with new and valuable insights into the world of work,



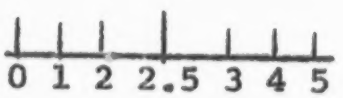
Explanation: A zero on the scale is the lowest value whereas five is the highest. Accordingly a two point five (2.5) is average.

You may qualify any of your answers wherever you feel inclined to do so.

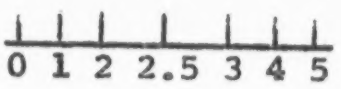
1. The experiences of the workshop have renewed and increased my dedication to assisting youth in the exploration of careers.



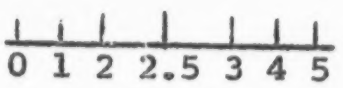
2. The insights I have acquired have provided me with new dimensions for my self concept.



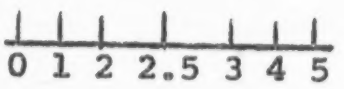
3. At times (during the workshop activities) I have been moved to feel moral implication of my obligation to assisting youth.



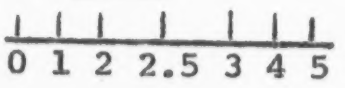
4. I have identified and inwardly decided to change some of my behaviors which will better assist career development of youth.



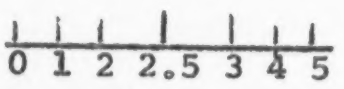
5. Role playing positions from the world of work provided me with new dimensions of experience which I feel are necessary for students also.



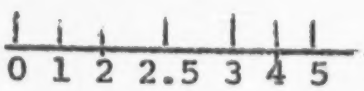
6. Working in small groups provided me with self knowledge which will have a lasting effect (for the better) on style or professional behavior.



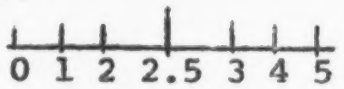
7. The team approach has merits and includes problems; however, the results are worth the effort.



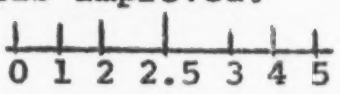
8. My identity as a contributor to career development activities emerged stronger as the result of participating in the workshop.



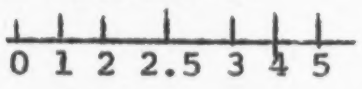
9. The workshop has fortified my ability to justify career exploration for all junior high students.



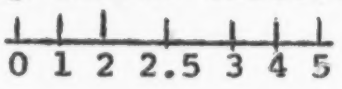
10. My ability and desire to engage people and resources in a joint effort for career exploration programs has improved.



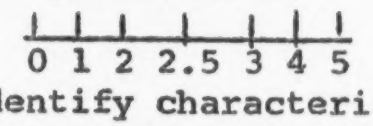
11. My knowledge for structuring programs to provide opportunities to students for reality testing in multi-discovery setting with emphasis on hands-on experiences has increased.



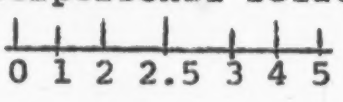
12. I have acquired an understanding of how to arrange for student differentiated skill development while permitting them to delay, change, or postpone declarations of occupational choice.



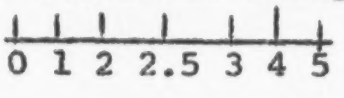
13. From the examples of exemplary industrial arts programs I have gained insight into how to develop decision-making skills by permitting students to engage in sequences of planning, testing, taking consequences and evaluating their performances.



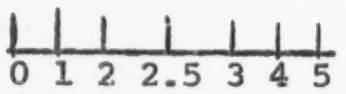
14. The group experiences have helped me identify characteristics that I should develop for harmonious interpersonal relationships.



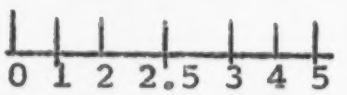
15. Interdisciplinary interplay has enabled me to emphatically feel the emerging values and attitudes toward different occupational levels.



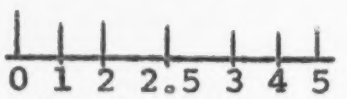
16. I have experienced the fact that my knowledge of certain careers and occupations has been brought up to the present state of the arts.



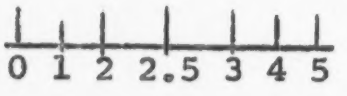
17. My civic and moral obligations have been raised to a point where I anticipate more active involvement in community action for career development.



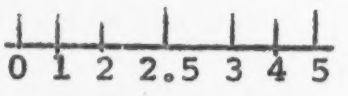
18. In reassessing your past contributions with what you feel you will do as a result of the workshop experiences, there will be a significant change in your behavior toward students.



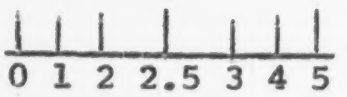
19. I feel reasonably certain that I have contributed to the development of my team members.



20. The team concept has its merits but there are many problems that I forsee which cause me to be apprehensive.



21. I had ideas relative to career development which I never tried but now as a result of the workshop and the reinforcement from related experiences I will translate these into action at the first opportunity.



22. Provide any further judgments or comments concerning the Career Exploration Workshop. This may be related to the activities, speakers, facilities, instructors materials, etc.

23. How do you wish to be assisted in the school setting? (Please respond to each item with Yes or No.)

_____Scheduled visits by the staff and consultants.

_____Our submission to you of evaluation forms at state intervals.

_____Assistance with in-service meetings with our total school staff.

_____Help with specific problems when and if they occur.

_____Provision of resource materials.

_____Help with formal meetings we might plan with parents and/or the business community.

_____Other._____

_____

_____

Appendix A
Pre-Test Only 1970

_____Industrial Arts
_____Home Economics
_____Guidance
_____Other

CURRENT STATUS OF CAREER EXPLORATION

ACTIVITIES IN YOUR SCHOOL

1. Is there a definite career exploration in your school now?

_____Yes _____No _____Don't Know

2. Who is responsible for informing students about careers, curriculum choices, or other opportunities?

_____Teachers _____Counselors _____All Faculty

_____Don't Know _____Other (Explain)

3. What activities do you engage in to help students understand careers?

_____Field Trips _____Speaker _____Films

_____Books, Magazines _____Bulletin Boards

_____Assemblies _____None _____Other (Please List)

4. To what extent do you cooperate with other faculty members in career exploration?

_____Not at all _____Occasionally _____Frequently

5. What reference materials have you found useful?

6. What factors may prevent your carrying on a career exploration program in your school?

Appendix A
Post Test Only 1970

Cognitive Gains - DAY ONE

1. Dr. Stewart spoke of "basics" of Career Development Which one of these statements was not included in her list? (Check one)

_____a. Career Development is for all students
_____b. The World of work is real
_____c. Learn all about employability
_____d. Help children see options
_____e. Guide children toward choice
_____f. Involve community

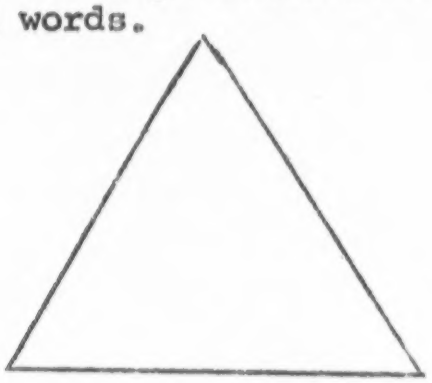
2. Dr. Hoyt focused on the need for engaging the "problem" before it becomes one. Which one of these statements was not included in his caveats? (Check one)

_____a. The Comp. Manpower Act now before Congress could force career decisions at age 13 or 14
_____b. Students can't hold out till 11th grade for good vocational programs.
_____c. The junior high years are points in time when some students should discover for themselves that they should not go to college.
_____d. M.D.T.A. programs average $13,000 per student in pursuit of reclamation.
_____e. Make "Change" as possible "choice"
_____f. Counselors need to emphasize horizontal connections with the community rather than vertical connections with elementary and secondary schools.

3. Dr. Maley's presentation developed the student activities which find their counterparts in industry. These were expressed in behavorial terms. Which of the following was not listed? (Check one)

_____Motivating
_____Inquiring
_____Organizing
_____Reporting
_____Constructing
_____Researching
_____Analyzing
_____Experimenting
_____Evaluating

3b.) In his triangular model, Dr. Maley illustrated the scheme which would achieve occupational awareness. Identify the sides in your own words.

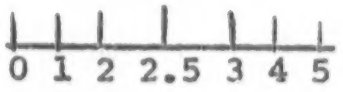


DAYS TWO, THREE, FOUR

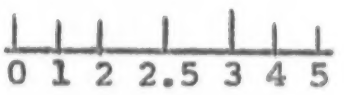
1. Respond to your role assignment in Ver-Sa-Til

INSTRUCTIONS: Please respond to the items listed by placing a check mark over the number on the scale which best reflects your knowledge, feeling or judgment.

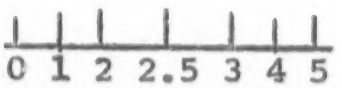
a. I was able to identify with this task.



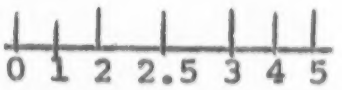
b. My counterpart at Westinghouse supported this identification.



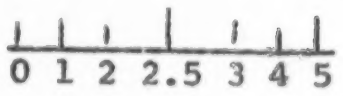
c. My background and training would qualify me for this role.



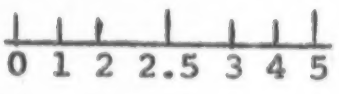
d. I would see no obstruction to my employability if I wished to aspire to this role.



e. I was able to choose this role (as opposed to accepting it).

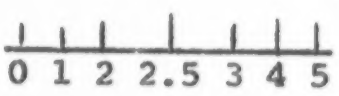


f. I was unable to involve myself with a role I saw as "unlike" me.

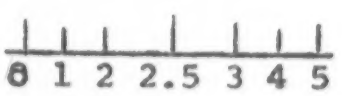


2. Respond to your experience on "the line".

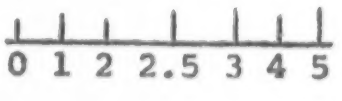
a. I enjoyed working on a group task which resulted in a product.



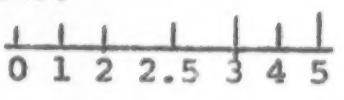
b. I was able to see the interdependence of all of us on each other.



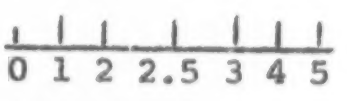
c. I learned that the line-production worker was an individual whose particular skills were noted only when he inhibited the process.



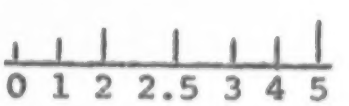
d. I found I enjoyed working with my hands.



e. The task I was assigned became more difficult as I repeated it.



f. The skill required by my task did not demand enough of me.



3a. Of the 13 experiences below, rank in priority from greatest learning to least learning.

b. Rank in the same way under "student" these experiences as you would estimate as having value to him.

	SELF	STUDENT
forming a company		
researching a role		
interviewing a counterpart		
acquiring knowledge of other roles		
employing manipulative skills		
engaging in production of something worthwhile		
demonstrating a capacity for work		
working in a group		
learning manipulative skills		
analyzing interpersonal relationships		
identifying worker-personality characteristics		
reporting to the group		
discovering aptitudes		

4. Which of the following methods of teaching is geared toward the more intellectual or brighter student? (Check one)

_____a. Line production
_____b. Group project
_____c. Anthropological approach
_____d. Research and experimentation

5. Role playing does <u>not</u> take place in which of the following: (Check one)

_____a. Line production
_____b. Group project
_____c. Anthropological approach
_____d. Research and expermentation

FINAL NOTE: Cognitive gains in the balance of Week Two will best be summarized in your written plans. Good luck!

Appendix A
Pre-Post

_____ Industrial Arts
_____ Home Economics
_____ Guidance
_____ Other
_____ Staff & Visitors

CAREER EXPLORATION WORKSHOP
Junior High/Middle School
Summer 1970

CONCERNS ABOUT CAREER EXPLORATION	AGREE	DISAGREE	NOT SURE
1. Attitudes and values are more affected by early life experiences than by school experiences.			
2. Interest expressed by ten year olds are of minor importance when designing curriculum.			
3. The elementary school is not equipped to develop decision-making abilities.			
4. It is easier to work with an adolescent who has made an early career choice than with one who has made no commitment.			
5. Interests can be explored before vocational maturity is reached.			
6. Career exploration should be given little emphasis until the child reaches adolescence.			
7. Exposure to many career alternatives serves only to confuse the elementary school child.			
8. Positive attitudes toward work do exist in, but are often and subsequently trained out of our children as early as the second grade.			
9. The skill training offered to a student should be based primarily on the results of aptitude tests administered to him.			
10. Teachers of vocational subject tend to isolate, as well as be isolated by, teachers unversed in vocational education.			

CONCERNS ABOUT CAREER EXPLORATION	AGREE	DISAGREE	NOT SURE
11. The majority of parents and the business community are eager to become involved in the educational process.			
12. The majority of school personnel will individually admit, but collectively deny, the irrelevance of much of today's curriculum.			
13. Vocational training should be postponed until after high school.			
14. Vocational education is one phase of career development.			
15. Career development is a process where the pupil is exposed to the work components of his career choice.			
16. Children can be introduced in the elementary grades to ideas about working for a living and to realities of wage earning.			
17. An occupational commitment should be implicit in every students' secondary school program.			
18. The regular classroom teacher is unable to provide each pupil with occupational and career information while teaching subject matter.			
19. Career development is one component of vocational education.			

As a professional educator, my primary concerns are with:
(Re-number according to your priority ranking)

_____1. Development of a salable skill

_____ 2. matching of known aptitudes with jobs demanding them

_____3. achievement of technological currency.

_____ 4. meeting individual need as they become apparent.

_____5. vocational awareness for all students; K-12

_____ 6. raising professional standards in my field.

_____7. creating more valid measures of skill attainment.

_____8. achievement of equal status with other disciplines.

_____ 9. teaming my proficiencies with those of other disciplines in an effort to validate education

_____10. _____

_____

_____

(Yours -- if not described)

CAREER DEVELOPMENT IS ... (Check one or write your own one-liner)

_____ a vocational course offering in a comprehensive high school

_____ a response to the manpower needs of the future

_____ a progression through apprenticeship to certification

_____ a school and community assisted process of reality-testing

_____ occupational orientation in a vocational-technical school

_____ achieved at the moment of job entry

_____ an ongoing educational process that starts at birth and continues till death

_____ (other) _____

_____

APPENDIX B
FIELD PROGRESS REPORT FORM
JUNIOR HIGH COMPONENT

School: _____ Date: _____

Activity: _____

Team Members:

Counselor _____

Home Economics _____

Industrial Arts _____

Describe Activity:

Teachers Involved (name & subject):

Name	Subject

Pupils involved (by class grade: _____ Total _____

Others (Names & Titles):

Name	Title

Date activity was initiated: _____

Date it will terminate: _____

Who generated the idea? _____

Who wrote the program? _____

To what extent is administration supportive?

1 2 3 4 5

(not at all) (greatly)

To what extent is the faculty interested?

1 2 3 4 5

What seems to be the parental response?

1 2 3 4 5

(opposed) (enthusiastic)

Pupil Response:

1 2 3 4 5

Objectives: Please state your objectives as you see them. You may find it comfortable to state them in general terms first, the way you first conceived them, and then restate them in tighter, more measurable terms (you may wish some help with this, that's what we're here for)

General:

Specific:

Materials Used:

School or community facilities used:

Places visited:

Other:

Expenses: (list source of funds and amount)

Are funds adequate? _____ Yes _____ No (Explain)

Materials developed (please name here and attach)

Can others use them? _____ Yes _____ No _____ Possibly

Spin-off or growth possibilities of this project:

Cite any problems encountered:

How can we measure the effectiveness of these objectives?

Please attach any reports, publications, etc. to this form

APPENDIX C

Elementary School Component

Teacher Guides

1. The School
2. Transportation
3. Awareness of occupations and job families (Grade I)
4. Awareness of occupations and job families (Grade II)
5. Job Aspirations
6. Awareness of occupations and job families (Grade IV)
7. Leisure Time Activities
8. The World of Work

Appendix C

Kindergarten

The School

Understandings:

--There are many workers in our school. Each one has a special job.

--More work can be done when each worker has a special job.

--Each workers' job is important to us.

--Attending school is the responsibility of children.

--Workers, need tools to do their work faster and better.

Understandings: Specialization helps people do their work faster and better.

Introduce children to the specialists who work at school and interpret their services.

Principal	special service teacher
dental hygienist	librarian
clerk	Physical education teacher
nurse	resource teachers (music & art)

Interview these school workers. Visit them and invite them to visit you.

Children might want to explain their own special jobs within the classroom.

--A movie roll or hand puppet might be used in an activity that would summarize the information gained and emphasize the understandings developed.

Discuss the effect of specilization on the quantity and quality of work done.

People who specialize (always do the same job) can do their work better and faster.

We divide the work so that many jobs can be accomplished at the same time.

1. Take the children to places in and around the school building to watch the men at work. Ask the workmen to tell the class what jobs they do. Observe the tools and equipment that each job requires.

--Discuss the use of tools and equipment as they relate to accomplishing work better and/or faster or by fewer workers.

--Children might draw pictures, pantomine, or use puppets to show the special jobs done by these workmen.

--One class drew pictures of the school workers they visited, dictated stories of their specialization, discussed their tools and had parents guess who the workers were.

2. Another approach might involve a survey of all the services which are necessary to the provision of a pleasant classroom and effective school. A warm room, clean floor, clean window, sanitary bathrooms, P.T.A. notices, library books, etc. How is this work done? By whom is it done?

--As the children tour the building and interview the school personnel, they can discover "that many workers, each with special jobs, are required to furnish the services which we need. They might discuss how one worker's job affects all the other workers, or how much more work is accomplished because each worker specializes."

Understanding: If work (production) is to be done, a worker is needed. Workers need tools to do their work faster and better.

--The children might examine the large "mop broom used to clean the classrooms and compare its efficiency to that of a regular kitchen broom for the same purpose. When tools are less efficient, more workers are required. The telephone, the typewriter, or the school bell are other examples of tools which allow one worker to do more work.

APPENDIX C

Kindergarten
Grade I
Grade II

Transportation

Understanding: Many kinds of businesses and workers are needed to provide transportation services.

1. Might begin with a family who needs car transportation and develop a list of business and workers involved in providing this type of transportation.

	Service
Auto Factory Workers	
Dealer Sales-man	
Garage Mechanic	
Service Stations	

2. The same type of analysis can be applied to train, airplane transportation.

The summary of information collected will emphasize specialization of business and workers, and the need of special training for different kinds of work.

*Methods of transportation change. We can travel faster and more comfortably, but we have more traffic problems and more need of safety programs, need for more highways, and more workers. Children will be able to predict some future transportation changes --mono--rail, new planes, more air conditioned cars, etc.

Business related to transportation; e.g., garage, gas station, parking lot, etc.

Workers, e.g., bus, truck, and taxi drivers, mechanics, station attendants, car salesman; their training.

APPENDIX C

Grade I

AWARENESS OF OCCUPATIONS AND JOB FAMILIES

Objective

Children can begin very early to comprehend the relationships in jobs and how some jobs are dependent upon, and are affected by others.

An understanding of job families will help children to develop an interest in jobs that are related. Children can look at the workers around them in school and in the community and view how people work together. Dependability should be accented in this selection through discussion of what would happen when an individual in a "job family" did not do his job. (Custodian did not heat the building in the winter; the nurse did not show up for work at the hospital; the pilot did not go to the airport to fly the plane.)

The following suggestions are included to stimulate further classroom activities in developing an awareness of occupations and job families:

1. Display pictures of different kinds of workers to provoke interest and pupil discussion of various jobs.
2. Language and concept development: A job can be identified by the worker's tools as well as by his clothing. As I hold up each picture, think of a few sentences describing his work, and, when you are ready to share your ideas, raise your hand.

Collect and mount representative pictures from magazines. For example you might use pictures of a stethescope (doctor), a thermometer (nurse), a wrench (mechanic), a night stick or whistle (policeman),rake (gardener), order pad and pencil or tray (waiter), bat (baseball player).

Variations: Turn five pictures down. Give one each to five different children. Give them the opportunity to show their picture to other children in the class. Direct class members to raise questions for the child with the picture to answer about his job. (Then pass out another five pictures at random).

3. Read a story about building a house. Name one job connected with building a house. (painter, carpenter, etc.) What are some other jobs needed in house building? For example, bulldozer operator, electrician, carpenter, roofer, plasterer, paper hanger, telephone installer. After a list is completed ask for a complete sentence about each worker to ensure understanding.
4. When many different jobs are related to one building or one activity, we can say that these different jobs belong to a"job family".

1. Let's make a "job family" of workers in a school. For example: School Workers-principal, teacher, nurse, aide, secretary, custodian, etc.
2. Invite different school workers to visit the classroom. Involve children in planning questions to direct each visitor.

   Write a cooperative reaction to each visitor following classroom visitation. Then assemble all stories. Run off a copy for each child to read and review new words, and to take home and read to his family. You may wish to leave space at the top of each page for child's illustrations.
3. Independent Activity: Supply work area with a variety of magazines. Advise children that they may go to this particular work area when seat work and other assignments are completed, in order to assemble scrapbooks of"job families". If magazines are scarce, children can draw workers on 9 x 12 manila drawing paper and label pictures. Think of a job family not yet discussed in class, (hospital, supermarket, airport). Descriptive sentences can be written underneath, depending upon level of ability.
4. Consult classroom music text for appropriate songs about jobs or workers.

5. Make a class book or children can make individual books matching pictures or workers with pictures of their tools or equipment. Children can crayon and cut out their own pictures if magazine pictures are scarce.

6. Health and Safety Workers: Plan a visit to either the police station or fire station. Discuss in school before trip - work we know that Policemen do. Discuss in school after the trip-other work that Policemen do. What did we learn about a policeman's job - that we didn't know before our trip?
Compile a "job family" of fire department or police department workers (lieutenant, captain, ladderman, tiller man, engineer, fire inspector, hoseman, chief, dispatcher).

7. We began with the familiar - home builders, policeman, fireman. We should also incorporate a "job family" that is purely a recent concept - a job family which will demand experienced labor of today's children (workers at an airport, workers at a television station, workers at a space center). Select a concept that can be developed within your own area (perhaps a trip to a studio). However,

because of the mobility of American people today, teachers should no longer feel restricted to the jobs available within their own locality.

Pre-Trip Activities:

a. Write local studio or local educational studio requesting a vistation date. Assist children in composing letter.

b. Ask children to look for magazine, newspaper, T.V. pictures at home. Involve parents in children's learning and their school projects.

c. Isolate a bulletin board or a display area for: "Things We Learned About Television Jobs".

d. Have children bring in pictures of their favorite T. V. personalities.

Post-trip Activities:

a. List workers in a television "job family" (script writer, editor, typist, actor, actress, electrician, etc.)

b. Set up a classroom T. V. Studio, make cue cards, write original scripts (tape story-pantomine action), or do "live" shows (stage a western, amateur, quiz, or cartoon).

c. Ask children to draw a picture giving their impressions of visit. Assemble into book - "Thing We Saw At the T.V. Studio". Let children take their book home to share with family.

d. Make a class dictionary of new words learned in connection with television jobs.

8. Language Activity: Attach flannel board backing to a collection of pictures representing workers, tools, symbols. Give children an opportunity to create their own "Flannel-board Stories about Workers", about work, about workers and their families.

9. Another Language Activity: Make available to children wooden stand-up figures of workers of different kinds. Set up a table area with or without curtain backing to simulate a stage. Give children turns in staging a show while manipulating figures on the stage.

APPENDIX C

AWARENESS OF OCCUPATIONS AND JOB FAMILIES

GRADE II

Objectives:

The teacher can help to clarify the meaning of job families by discussing the people who work together in hospitals, factories, supermarkets, T. V. Studios, Schools, and theaters. This will help children to realize that the cooperative efforts (work) of many people are needed in most fields of work. The specific job the child will hold will depend upon his abilities, interests, and education. Most job families require workers with varying degrees of education.

1. You may wish to utilize the following filmstrips from the World of Work series, Education Craft. Electrical Services (Meter reader, appliance repairman, overhead lineman, instructors) Gas and Oil servicers (Meter reader, oil delivery, furnance repairman, instructors) Telephone Servicers (Installer, repairman outsider worker, instructors) Home Services (Mail Delivery, Dairy Product Delivery) Retail Store Workers (Drug Store, Supermarket, Service Station)
2. Elicit responses from the children to the following questions:

   What jobs has your mother taught you?

   What jobs has your father taught you?

   What jobs have you learned by yourself?

3. Make a ditto of children's responses to the above questions. Distribute one to each child and ask him to separate the jobs represented into possible job families. (Different color crayons used to circle jobs could be used to distinguish job families). Share and evaluate results.
4. Plan a field trip to the supermarket.
    a. Categorize the supermarket job families before hand. (stock boy, cashier, manager, stamper, butcher, meat packer, checker produce buyer).
    b. Look for specific workers from the list during the field trip.
    c. Design questions to be asked each worker.
        e. g. What do you like about your job?
        When did you decide to work in a supermarket?
    d. Upon returning to school, add or delete jobs from class list based upon field trip observations.

Job Aspirations

Grade III

Objectives:

Help the child understand that every job, no matter how glamorous, enjoyable or easy it may seem, has particular skills and responsibilities associated with it.

Help the child reject the hypothesis that because things look easy to do they must necessarily be easy to do.

Motivation:

Ask the children how many enjoy going to the movies or watching T.V. Have the children tell who their favorite performer is and why they enjoy what that person does. Discuss with the class how the performers got to be great actors and actresses. Ask the children to give their ideas on preparation (childhood, school later life), talents, skills, and responsibilities they think were needed by these people.

Activities:

1. Invite a guest speaker (or group) to come to your class. If possible he should be a stage performer(Musician, actor, etc., or even Karate student) who lives in the community, or with whom the pupils can readily identify because of racial or ethnic similarity. Have the guest speak to the class and demonstrate his talent. Suggested topics for him to speak about would be: Job Responsibilities--Where he works; when he works; Who he works with; How long he works; How much time is spent in practicing; Where he practices; How he prepared himself as a youth for the job he has now; What special talents or skills did he get;

from whom; what he likes and dislikes about his job; Compensation and future. After the guest has finished his presentation allow time for questions by the pupils.

It is advisible to have a discussion and/or written impressions about the visit after the guest has left.

2. Have each child select one type of work he can do (Chores, odd jobs, helping in some activity at the home or at school.) Have the child explain the skills and abilities he feels he needs in order to do the job well. Discuss the parts of the job each child enjoys and the part each dislikes. Allow each pupil who makes a presentation to be questioned by the class.

Outcome:

The child should gain some insight into the workings of the specific profession of acting and a greater appreciation for those in stage occupations.

Awareness of Occupation and Job Families

Grade IV

Objectives:

To help the child understand that many job families and work opportunities exist, and that the individual must examine his specific interests, education, aptitude, and abilities to find his own place. To help children realize that there are resource people who can advise and aid them in their work adjustment problems.

Activities:

1. Ask your pupils what program they like best on television. On the chalkboard list the names of all the actors that the children can remember from that program. Next, ask the class what other people they know who have jobs with that television show. They may or may not remember names from a list of credits, but they should have some idea of the various functions necessary to put on a program. If they don't have any suggestions, ask them questions such as Where do you think the story came from? (Someone wrote it) How do you think the actors learned their parts? (someone typed up the scripts) How did the actors know where to stand? (someone told them-the director).

Continue to list as many jobs as you can associated with the particular program, then proceed to the technical jobs (Cameraman, sound man, etc.), and by stages, into how the program comes into their home (someone sold their parents a television set, someone else installed it, a repairman fixes it when it is broken).

When the list is as complete as you can make it, point out that tele-

vision is only one area and that there are just as many jobs involved with other things they own or know about, e.g., the book they are reading, the chair they are sitting on, the candy they eat.

2. If possible arrange a field trip to a television station in your area so that the children can actually see the various jobs they have discussed being performed.

3. To help the children actually understand that people fit different jobs according to their interests and abilities, assign classroom jobs on a rotating basis. Each child will experience several different jobs. At the end of the work period (about one week) have the children write a short evaluation of the jobs they held, telling how well they did them, the reasons for their opinion, and whether they were very, mildly, little interested in the work. After enough job experiences (4-6) the class can meet and evaluate their differences in opinions about the jobs. Suggested jobs are: being line captain, being washroom monitor, cleaning chalkboard and erasers, cleaning closets, straightening book shelves, displaying art, reading opening exercises, distributing supplies, collecting papers, monitoring cloakroom, marking papers, feeding live animals.

Leisure Time

Grade V

Hobbies

Have several pupils tell the rest of the class about their own hobbies or pastimes. Let them describe what skills or talents they have to have for their hobbies.

Questions such as the following might be used to stimulate further discussion.

1. Why did you choose this hobby?
2. How did you learn about this hobby?
3. What do you have to know and be able to do in order to enjoy this hobby?
4. When do you do this?
5. Where do you do this?
6. Does this hobby help prepare for your future life? Tell how.

1. Use questions such as the following to lead a class discussion of your pupil interests, abilities, and leisure time activities.

a. Are their some things you do just because you want to, things which no one has to ask you to do? Have you ever begun something and become so interested in what you were doing that the time slipped by without your realizing it? What are some of the things you enjoy doing. (List on chalkboard.)

b. Usually we enjoy doing those things we like best. A person who can work well with his or her hands may become interested in playing a musical instrument or in singing. What are some of the things you are

good at doing? (List on chalkboard)

c. How do you usually spend your free time? You probably spend it doing things you are good at doing and things you are interested in doing. What are your hobbies? (List on chalkboard)

d. Ask each pupil to list on a slip of paper one or more of his present hobbies, hobbies he would like to start, or things he is interested in doing. Collect the slips and sort them into areas of common interest. Assign club names to each area of interest (e.g., Model Building Club, Sewing and Knitting Club, Arts and Crafts Club, Music Club, Collectors Club, Sports Club, Chess and Checkers Club, Reading Club, Cooking Club, Science Club.)

e. List the clubs on the chalkboard. Ask for additional suggestions. Allow each pupil to volunteer to be a member of one of the clubs. Have the class break up into club groups in different parts of the room for the purpose of electing a president and secretary for each club. Pupils should be told to bring back ideas for club activities to the next meeting.

f. One day should be designated as "Club Day" each week, and one hour set aside for club activities. Pupils should bring examples or reports of their hobbies to club meetings. Pupils in some clubs (e.g. Sewing, Science, Model Building) might work on projects during the club period so that the teacher may give them guidance. Reports of club activities and projects should be made to the class periodically by the club presidents and members.

2. Pupils who share a common hobby or area of interest may be encouraged

to present a committee report or panel discussion of their leisure time activity. Collections may be brought and shared with the class; demonstrations of hobbies such as, embroidery, leather working, model building, whittling, knitting, and metal working may be made; children may perform on musical instruments, sing, demonstrate drawing and painting techniques, give folk dancing demonstrations, and explain skills required for sports such as basketball, baseball, and gymnastics.

Desired Outcome.

Your pupils should evaluate their own skills and talents realistically and understand how they can be applied to leisure time activities. They should be encouraged to start or continue hobbies that are suited to their likes and skills. And they should develop their interests in other fields as well.

The World of Work

Grade VI

Objectives:

To help the child develop a more realistic self-concept, especially in relation to the world of work.

To help the child realize that the responsibilities he assumes must be within his capacity.

To help the child to realize that all his decisions have an effect on the lives of other people.

Motivation:

Ask your class how many have had any kind of job after school. If response is slow, ask some specific questions, such as, Do any of you sell newspapers? Have you ever had to baby-sit--either for someone else or at home? Do you run errands? Let them tell about what ever they do that might be considered work, and especially encourage them to tell about times when they have gotten themselves involved in something which they couldn't handle, or in a humorous situation.

Activities:

1. Present the following list of jobs and ask the class if they have ever done them or if they can do these jobs and why. Then ask them if they have older brothers or sisters who can do those jobs they cannot and, again, why the older person can do things they can't. If the children suggest that they can do jobs they have never done, ask them to tell what equipment they would need and what steps they would go through to do the job.

"Get dinner for the family, paint a room, give a baby a bath, shovel the snow off the sidewalk, mow the lawn, wash windows, change a baby's diaper, plant a garden, get a taxi for someone, stock the shelves in a grocery store, sweep the floor, deliver groceries, wash and wax a floor.

2. The following activity is suggested to help class members gain a more realistic self-concept. Discuss with the group the kinds of characteristics and traits a person must have in order to succeed at a job. Descriptions of the following traits should evolve from the discussion; courtesy, initiative, reliability, cooperation, enthusiasm, perseverance, honesty, neatness, loyalty, fair-mindedness. Be sure each trait is discussed so that everyone understands its meaning. Have each child place the traits on the rating scale, adding to them the following categories: sports, dancing, fun to have around, school subjects, habits, good sportsmanship. A suggested rating scale is given below. The pupil should rate himself in each of the areas. Encourage honest reporting and open discussion of the necessity for each trait in a working situation.

Traits or Trait Definitions	Above Average	Average	Below Average
1. Courtesy			
2. Initiative			
3. Reliability			
4. Cooperation			
5. Enthusiasm			
6. Perseverance			

Traits or Trait Definitions	Above Average	Average	Below Average
7. Honesty			
8. Neatness			
9. Loyalty			
10. Fair-Mindedness			
11. Sports			
12. Dancing			
13. Companionship			
14. Good Sportsmanship			

At this point you may decide, depending on your own knowledge of interaction between members of your class, to have each child put his name on three sheets. Then you may distribute the two sheets the child has not filled. Do not let them sign their names, but collect the papers and return them to the child whose name is on them. If you believe your pupils of the activity will react unfavorable to this part, do not introduce it.

3. Have interested pupils write poems or stories, make drawings, posters or cartoons illustrating the importance of the traits and characteristics on the scale. Post the finished results around the room.

Outcome:

Children should realize that maturity and personality growth result directly from personal experiences.

Children should also understand that everyone makes mistakes in judgement sometimes with disastrous results, but that people can learn as much from mistakes as from success.

APPENDIX D

Elementary School Component

Questionnaires and forms for students' use

(4 Samples)

Appendix D

1. If you were to choose a job, what would you like to be?

2. What are some of the reasons for which people choose their particular jobs?

3. Is one reason better than another?

4. Why is it important that we always try to do our work better and better?

5. Why do people change jobs?

6. What did the wood carver mean when he said, "I never worked a day in my life and I never will?"

Appendix D

Pre-exposure data on teacher and pupil views

on the world of work

Questions Asked:

1. What are some kinds of work you have seen people doing?

2. Are there some occupations or kinds of work that you have thought of that you feel you might like to do when you grow up?

3. If there are any kinds of work you feel you would not like to do when you grow up, what are they?

4. How do your parents (guardians, etc.) feel about their jobs? What do they say? Would you like to have that job? Why? Why not?

5. What particular job would you not like to do? Why?

6. What job would you most like to do? Why?

7. What subjects do you think will be most useful to you? Why?

8. Would you like to work with tools or people? Why?

9. Would you like to work indoors or outdoors? Why?

Appendix D

CLASSROOM QUESTIONNAIRE

Your name _____Class_____

Date_____

1. When is schoolwork the most fun and interesting? (Check one)

_____When I work by myself

_____When I work in small groups with other students

_____When the whole class is working together

Why did you check the answer you did?

_____

_____

_____

2. When do you get the most schoolwork done in class (Check one)

_____When I work by myself

_____When I work in small groups with other students

_____When the whole class is working together

Why did you check the answer you did?

_____

_____

_____

Appendix D

WHAT DECISIONS DO YOU MAKE?
Interview Guide

Name of Student_____Class_____

Date_____

A. Introduction: We are trying to learn more about the kinds of decisions that kids our age make. We'd like to ask you several questions about decisions you make yourself.

1. Do you decide what clothes you are going to wear to school?

_____yes _____no

Do you decide what clothes you are going to wear on the weekend?

_____yes _____no

2. Do you decide what TV programs to watch between the hours of 4 and 6 o'clock?

_____yes _____no

What are your two favorite programs at that time?

1. _____

2. _____

3. Do you decide what you are going to buy with your own money?

_____yes _____no

What two things do you usually buy?

1. _____

2. _____

4. Do you decide what books or magazines you are going to read for pleasure?

_____yes _____no

What are your favorite kinds?

_____mystery _____animal _____comics _____adventure _____science fiction _____ serials_____other

5. Do you decide what radio stations to listen to?

_____yes _____no

What is your favorite station?

_____

_____

B. Directions: Collect and record on a sheet of paper all the data your classmates have collected by interviewing. Then fill in the chart below with the data from the entire class. Next, convert the numbers on the chart into percentages.

CLASS SUMMARY SHEET

Makes Own Decision	Number	Yes%	Number	No%	Number	Total%
School clothes	_____	____	_____	____	_____	_____
Weekend clothes	_____	____	_____	____	_____	_____
TV Programs (4-6 p.m.)	_____	____	_____	____	_____	_____
Spending own money	_____	____	_____	____	_____	_____
Pleasure reading	_____	____	_____	____	_____	_____
Radio stations	_____	____	_____	____	_____	_____

C. Directions: Write the names of all the TV shows mentioned as favorites in Question 2 on the blackboard or on a large sheet of paper. Put a small check next to the name of a show each time it is mentioned as a favorite. When the information from all the interviews has been collected, enter the data on the chart on the next page. The first show on the list is the one that has been mentioned the greatest number of times. The second is the one that has been mentioned the second-greatest number of times. Similar charts can be made for the answers to Questions 3, 4, and 5.

Class Summary Sheet

Favorite TV Shows	No. of Times Mentioned	Total Persons Interviewed
1._____	_____	_____
2._____	_____	_____
3._____	_____	_____
4._____	_____	_____
5._____	_____	_____
6._____	_____	_____
7._____	_____	_____
8._____	_____	_____

APPENDIX E
SPECIMEN PAGES

FOR OFFICE USE ONLY:

BALTIMORE EMPLOYMENT OPPORTUNITIES

DATA COLLECTION QUESTIONNAIRE

(EXPERIMENTAL FORM)

Name of Company

Name of person Completing Questionnaire

Street Address

Date

City Zip Code

S. I. C. Number

Telephone (including area code)

Products or services

Name of Personnel Manager

Description of Co. Organization: Individual___Parent___Subsidiary___Branch___

Name and Address of Parent Organization:_____

INSTRUCTIONS:
Please insert information for all items appropriate for this company. Omit those items which are not applicable or for which data is unavailable. Please print clearly.

ENTRY LEVEL OCCUPATIONS	STARTING PAY RANGE (WEEKLY)	MOST WORKERS EARN WEEKLY	HIGHEST EARNINGS	HOURS PER WEEK	NO. OF WORKERS BEGINNING EMPLOYMENT DURING PREVIOUS YEAR
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

INSTRUCTIONS

Below you will find a list of characteristics or attributes which may or may not be applicable for the company you are describing. Each characteristic has been given a different number. To the left of each number are four boxes; each box applies to a major functional area within the company as designated by the column headings. Please place a check mark in the appropriate box or boxes corresponding to each of the divisions given. (If the characteristic applies to all of the divisions within the company, all four boxes should be checked). Omit those sections which are so designated.

Number of Employees at this Employment Location (Check ALL that apply)

Employment Turnover Rate (Check ALL that apply)

Working Schedule (Check ALL that apply)

Employment Outlook for the Company (at entry job level) (Check ALL that apply)

Union Membership (Check ALL that apply)

Levels of Formal Education Preferred or Required by the Employer for Certain Entry-Level Jobs (several levels may be true for a given employer) (Check ALL that apply)

Advancement (Several methods of advancement may be possible) (Check ALL that apply)

Benefits and Special Programs Available (Check ALL that apply)

Working Conditions (Check ALL that apply)

Employee Groups (Check ALL that apply)

Employer Policies (Check ALL that apply)

Transportation (Check ALL that apply)

Section of City or Metropolitan Area Where Company (or Division is Located (Check ALL that apply)

Zone III-Southwest Baltimore
Areas Included

Zone IV - Northwest Baltimore
Areas Included

Standard Industrial Classification (Check ONLY ONE option)

Apprenticeable Occupations

Occupational Fields

Professional, Technical and Managerial Occupations

Clerical and Sales Occupations

APPENDIX F

SPECIMEN SHEETS

CAREER DEVELOPMENT MODEL.....K through Adult

1. Bases for physiological tasks
2. Bases for self-recognition and assessment
3. Bases for intellectual transitions
4. Bases for societal integrity
5. Bases for career training receptivity
6. Bases for career decision levels

Maturation Level	Physiological Goal	Economic Goal	Social Goal	Psychological Goal
5-8 years STAGE: Identification: ego to ego-ideal parent, school and community attitudes				
Exploration	Full locomotion	Parity of opportunity across all classes	Interaction with family, schools, and community	Curiosity
Curiosity	Manipulative environmental optimum space	Variety of instruments (human and matieral)	Expansion of interests--Array of perceptions	Role Playing
Role Playing	Psycho-motor skills	Raw materials for most play roles	Acting out worker roles	Sex-roles
Sex-roles	Differentiation of psycho-motor skills	Raw materials for specific roles	Sex identity	*Early self-concept
8-11 years STAGE: Socialization: Human relationships, conscience, habits of industriousness, growing self-awareness, likes and dislikes become internalized				
Peer Group Relationships	Physical Status	Economic Standing	Effect on group membership	Gaining awareness of individual differences
Gaining Awareness of Individual Differences	Recognition of Physiological limits	Recognition of economic levels	Recognition of different personality characteristics	Readiness for orientation
Readiness for Orientation	Ability to estimate physical demands of occupational roles	Ability to estimate economic components of work	Desire to know how work contributes to society	*Development of general interests

Maturation Level	Physiological Goal	Economic Goal	Social Goal	Psychological Goal
11 - 13 years STAGE: Habit-Formation: growth of intellectual and physical skills, building hierarchies of work-play situations, independence emerging				
Focus on Immediate Objectives	Task planning and control	Task's relationship to larger economy	Link with social consequences	Building flexible hierarchies
Building Flexible Hierarchies	Physical preparation and discipline	Interdependence between occupational groups within the economy	Mobility of people within and across occupational groups	Self-other articulation
Self-other Articulation	Realistic assessment of present capacities	Projecting of possible career routes	Correlation of personal values with potential choices	* Basic Attitudes
13-16 years STAGE: Acquiring Identity: achievement of broad, experiential base in both emotional and intellectual independence; recognition of alternatives through known aptitudes, development of response - style and value system				
Perserverance	lengthening attention span	tangible rewards	social recognition	physical confidence
physical confidence	increased skill	part-time employment	growing self-reliance	social confidence
social confidence	reduction of body tension	desire for added responsibility	steady reputation	self-confidence
self-confidence	matching physical capacities with possible choices	weighing hopes against their market value	feels free to try out options	*readiness for career options

Maturation Level	Physiological Goal	Economic Goal	Social Goal	Psychological Goal
16-20 years STAGE: Becoming Productive: readiness to assume responsibility through mastering required skills; recognition of success by self and others; selecting and preparing for an occupation				
Consistency	accepts needed routine	can postpone some rewards	functions in roles of leader and apprentice	versatility
Versatility	physical maturity	sketches own economic future	attributes status to tenative choice	pride
pride	poise and dexterity	begins acting upon economic plan	considers marriage; serious dating	independence
independence	ability to combine occupational search with heterosexual activity	becomes employable through training	narrows choice makes decisions	*<u>first career choice</u>
20-25 years STAGE: Actualization: growing excellence in performance; testing this, the first of many career options				
Apprenticeship	job specific skills	increased economic independence	new peer relationships	self-reliance
self-reliance	attention to personal health	budgetary skills	balanced work/play behavior	creativity
creativity	focus on capacities	puts market value on self	loyalty to self and work	responsible behavior
responsible behavior	tenacity	time and credit skills	identifies with product or service	*<u>values stabilize</u>

Maturational Level	Physiological Goal	Economic Goal	Social Goal	Psychological Goal
25-35 years STAGE: Molding choice of self: a period of thoughtful weighing and self-analysis, while seeking career affiliation and security				
Ability to conceptualize	utilizes maximum capacities	complete economic independence	marital decisions	stable self concept.
stable self concept	reaches physical "prime"	economic independence	occupational decisions	commitment to a field
commitment to a field	facility in field skills	promotion based on field skills	emergence of leadership	occupational affiliation and security
occupational affiliation and security	refines field skills	growing financial security	occupational socialization	<u>occupational identity</u>
35-45 years STAGE: <u>CRYSTALLIZATION/MALE</u>: <u>OR</u> Revelation of career pattern with the reaching of known potential				
self recognition	maximum physical competence	financial security	growing "social" security	integration family, work & leisure
integration of work, family, and leisure	pursuit of avocational skills	long-range financial investment and planning	assumes leadership roles in both career and community	<u>occupational maturity</u> *
<u>CROSSROAD</u>----<u>FEMALE</u>: Reassesses role; mother/homemaker to career away from home; capacity for dualism				
questions future identities	physiological readjustment	supplemental income or assumption of breadwinner role	intellectual and social expansion	self concept restructured
self concept restructured	adjusts to new physical demands	becomes involved with economic planning	achievement in new roles	<u>occupational commitment</u> *

Maturational Level	Physiological Goal	Economic Goal	Social Goal	Psychological Goal
45-55 years STAGE: Pre-Retirement OR.....		MALE: Re examines joint pursuit of vocational and avocational interests		
designs "master" plan	reaches physical plateau	reaches peak economic position	exerts maximum social influence	occupational "arrival" *
COMMITMENT TO FEMALE: NEW CAREER....		Decision upon final career designation need not, but often is, made		
molds choice to self	enjoys resurgence of energy	asserts economic self-reliance	recognition of skills and personal worth	occupational fulfillment *
55-70 years STAGE: Early Retirement:		views close of formal occupational routines, begins redirecting reduced energies toward avocational and advisory roles		
confrontation with choice of new role	awareness of decreasing physical capacities	reaches fixed income levels	orientation to changing social life	readiness for new roles
readiness for new roles	matches new roles to current capacity	risks income in order to function in new roles	achieves recognition through active public service	self rediscovery

Maturational Level	Physiological Goal	Economic Goal	Social Goal	Psychological Goal
70-Death STAGE:	Acceptance of mortality:	decreased mobility leads to need for renewed mental/ emotional adjustment; active or passive "grand" parent role is assumed		
consolidation of personal philosophies	adjusts to specific physical disabilities	husbands financial resources	received accolades for lifetime contributions	final self appraisals
final self appraisals	major physical declines	arranges for meeting financial obligations	codification of wisdom; for self and others	*death with dignity

APPENDIX G

Career Development Models

Garret County 9th grade

Baltimore County
Elementary
Junior High School
Senior High School
Adult and continuing basic education

Appendix G

EDUCATIONAL AND CARRER OPPORTUNITIES

This unit was developed for the ninth grade by the following personnel during a summer workshop at the Board of Education Office of Garret County:

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PREFACE

We live in a rapidly changing, complex world. Our students will face problems and opportunities in the future of which they now have no knowledge.

In a changing world, it is important that the students learn to understand themselves in terms of their aptitudes, abilities, and interests. Through self-understanding the students will develop a sense of personal growth that will see him through this complex world.

The students should be able to relate their views of their aptitudes, abilities, and interests to occupations. This unit attempts to help students understand the range of educational and occupational opportunities available to them.

Our attempt will be to know where the jobs are located in Garrett County, in Maryland, and throughout the United States. We will take field trips to learn about businesses, industries, and professions in our area. We will see and hear a wide variety of speakers who will tell about their work and the reasons they chose their career.

We are coming to recognize that life in the future will become a matter of continuing education and preparing for work. Our objective, therefore, is to help the students understand and be able to use the decision-making process as they make educational, vocational, and personal choices.

OUTLINE FOR UNIT ON EDUCATIONAL AND CAREER OPPORTUNITIES

I. Introduction (teacher)

A. Objective - To develop interest in unit on work (PYF--p. 51)[1]

B. Activities

1. Orientation to unit

2. Introduction to self-understanding

a. discussion, comments, papers suggested

b. suggested topics: What will I be doing ten years from now? What are my strengths?

II. Self Understanding (teacher plus guidance counselor)

A. Objective - To help students better understand themselves in terms of their aptitudes, abilities, and interests

B. Topics

1. Non-test areas

a. physical characteristics

b. economic characteristics

c. family characteristics

d. school characteristics

e. home characteristics

f. cultural characteristics

g. temperament characteristics

h. church characteristics

2. Test areas

a. achievement

b. aptitude

c. interest

[1]Planning Your Future, Department of Education, San Diego County, September, 1965

C. Activities

1. Project physical abilities for ten-year period
2. Use of tape for voice
3. Questionnaire of what do I have and what can I have
4. Panel discussion of opportunities each non-test area presents
5. Charts - graphs (with help of other teachers)
6. Panel of four young workers
7. Self appraisal (PYF --p. T32)[1]
8. Test results from 8th grade Analysis of Learning Potential (achievement)
9. GATB Test results (aptitude)
10. Hail Occupational Orientation Inventory Test and results (interest)
11. Interpretation of test results showing strengths
12. Discuss occupations related to and developed from interests
13. Write a personal and/or class profile (may be used later in life career game)

III. Vocational - Educational Opportunities (teacher plus vocational specialist

A. Objective - To help students to understand the range of educational and occupational opportunities available to them

B. Topics

1. Job satisfaction
   a. why people work
   b. what satisfaction gained
   c. personal development

[1] Planning Your Future, Department of Education, San Diego County, September, 1965

2. Job Families

   a. grouping

      (1) individual

      (2) industrial

   b. job ladder - show rise from one job to another

3. Multiple aspects

   a. educational requirments

   b. mental and physical requirements

   c. location

   d. economic aspects

   e. relation to data, people, things

   f. working conditions

   g. temperament

   h. educational opportunities:

BA or professional	adult education
post high school	home study (university)
junior college	university extension
business college	work-study programs
home study (private)	apprenticeship
federal training program	armed service
continued education	on-the-job training

4. Changing labor market

   a. changing labor market in local area

   b. changing labor market in regional area

c. changing labor market in distant area

d. discuss declining and rising industries

5. Job hunting

a. discuss applications

b. how to get a job

C. Activities

1. Debate topics:

All people work for money

All people happy in job

All people have talent

Work can be fun

All work is important

All work is good

Should women work

The more education, the better the job

2. Interviews with workers on the job (verbal, taped, written)
Example: truck driver, policeman, janitor, all possibilities except teacher

3. Topic - What is good life?

4. Word association game, suggested words:

work	salary	success
leisure	job satisfaction	people, data, things
happiness is ...	dignity	responsibility
automation	quality	pride
hobby	service	profession (all)
accomplishment	fun	security
creativity	peace of mind	fringe benefits

5. Crossword puzzle

6. Use of want ads to play people, data, things game
(similar to animal, vegetable, mineral game)

7. Use of want ads for job family classification

8. Charts (use art, math teacher's cooperation)

9. Use of library for research "Occupational Outlook Handbook", "Careers Encyclopedia", "Dictionary of Occupations Titles", etc

10. Write a brief job description

11. Use of models

12. Job family tree

13. Trip to hospital and industry

14. Films and/or filmstrips (examples: "Aviation", "Ford's on Automechanics", "Electronics Technican", "Planning for World of Work")

15. Group work for reports (type of report and type of presentation left to group decision)

16. Alumni tea (include workers as well as college)

17. Questionnaire to graduates (may be written in English class)

18. Use of want ads for qualification

19. Visit vocational shops and/or have visits from vocational students

20. Compare local want ads with want ads in other papers

21. Use statistics from state and local employment services to show changing labor market

22. Use applications gathered from visits and other sources for practice

23. Simulated interviews

IV. Decision-making (teacher plus guidance counselor for games)

A. Objective - To help students understand and be able to use the decision-making process as they make educational, vocational, and personal choices

B. Topics

1. Life career game

2. Goals in decision-making process[2]

a. Develop personal responsibility beliefs

(1) future is reasonably predictable

(2) present decisions affect his future

(3) delayed action is superior to immediate action

b. encourage use of decision strategy

(1) clarify decision situation

(2) consider all possible alternatives

(3) consider all possible outcomes

(4) establish probability and desirability of outcome

(5) choose alternatives whose outcomes are most desirable and probable

c. encourage expansion and specificity of deliberation

(1) encourage students to use words or and which

(2) responsibility to broaden horizon and to see many chances open to him

d. assist in procession of information:

collect

store

retrieve

evaluate

integrate

e. let individual make own decision

[2] J. S. Dilley, ASCA Journal, March, 1968

C. Activities

1. Introduce games, play games, interpret games' results

2. Develop probability tables in subject matter areas (use math teacher and Cumulative Record Cards)

3. Study Profiles of Colleges (by CEEB)

4. Probability data for vocational courses

5. Correlate GATB scores with success in vocational courses

6. Take actual student profile (without name through one round of life career game

V. Evaluation (teacher)

A. Objectives

1. To evaluate the students' understanding of the unit

2. To evaluate the unit

B. Activities

1. A test devised to summarize the material covered in the unit

2. A questionnaire; written or oral report by students on their opinion of the unit

3. An evaluation by the team relative to the objectives which were taught

MEDIA

1. Firsthand experience - can't know everything about a job but should try to learn as much as possible
   This can be done by: (must emphasize people)

   a. a day or part of a day spent with job
   b. discussion with people on the job
   c. parents discussion group or child talk with parents about job

2. Audio-visual

   a. films (16mm or 8 mm)
   b. filmstrips-rcords combination
   c. filmstrip
   d. slides (or slides and tapes)
   e. pictures
   f. radio series possibility

3. Reading

   a. books
   b. booklets
   c. newspapers - want ads, articles
   d. reference in library

		TIME
Introduction	1-2	days
Self-understanding	7-8	days
Vocational-Educational Opportunities	25-30	days
Decision Making	5-8	days
Evaluation	1-2	days
TOTAL	39-50	days

Team Teaching (faculty cooperation)

Introduction (teacher)

Self-Understanding (teacher and guidance counselor)

Vocational-Educational Opportunities (teachers and vocational specialist)

Decision Making (teacher and guidance counselor for games)

Evaluation (teacher)

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Baltimore County
Elementary School Level
Specimen Sheets

Principle	Objectives	Suggested Procedures	Evaluation
A. Work is the means by which man applies his talents, skills, and abilities to provide useful services to his community through which he receives compensation as well as self-fulfillment.	A. To enable students to discuss and describe how their parents are involved in this work process. B. To enable students to describe how their neighbors participate in the work process. C. To enable the child to see the many jobs performed in the school community. D. To enable students to see their role in the learning process as preparation for participation in the world of work.	A. Filmstrip Series-Wally the Worker, What the Father Does. B. Tour the school to see people at work. C. Bring specific school workers into the classroom to discuss their job. D. Have students report on parent's work activities-draw picture or take photographs and prepare tape presentation. Some classes may elect to take motion pictures of people at work. E. Bring parents who represent a variety of work activities into class for round-table discussion.	A. Students should be able to discuss and describe the work activities of their parents and neighbors through art media, written composition role playing, or drama. B. Students should be able to identify and list the various jobs performed in the school setting. C. Students should be able to relate various characteristics, traits, skills and qualities needed to maintain the specific workers studied. D. The student or class will develop a definition of word work. E. Students should participate in a discussion of how their current learning activities will prepare them for successful candidacy for the world of work.

Principle	Objectives	Suggested Procedures	Evaluation
II. All work has dignity is necessary, and is worthwhile.	A. To help students identify how the job of their parents contributes to the daily well-being of themselves and others. B. To help students recognize how the jobs of their neighbors and the well-being of community members and the state and nation at large. C. To associate that to an extent man derives his sense of worth from the service he performs to society. D. To help students express a respect for all workers who fulfill all of the jobs required by our complex society.	A. Have students report on parents' work activities-draw picture or take photographs and prepare tape presentation. Some classes may elect to take motion pictures of people at work. Bring parents who represent a variety of work activities into class for round-table discussion. B. Encourage students to make a survey of their immediate community to list the various occupations performed by their neighbors. For each career, consider advantages or benefits that society receives.	A. Students should be able to discuss and describe the work activities of their parents and neighbors through art media, written composition, role playing, or drama. B. Students should be able to identify and list the various jobs performed by their neighbors. They should also be able to recognize the advantages and merits of these functions to society. C. Through role playing, students will interview people employed in various careers. This interview will enable a worker to describe his importance to society as expressed in his work. D. Students can compose orally or in written form an essay on "What Life Might Be Like Without The" (Example: pharmacist, school custodian, carpenter, truck driver, beautician.)

Principle	Objectives	Suggested Procedures	Evaluation
III. The complex nature of our present society requires that each man work cooperatively with his fellow man if the needs of both are to be satisfied.	A. To provide an opportunity for students to experience the interdependent nature of all workers. B. To develop appreciation and respect for all workers by means of our understandings of interdependence.	A. Offer a simulated work setting project in the classroom where students will have the opportunity to participate in an experience demonstrating interdependence. B. Examine other real situations where workers are involved in an interdependence work experience. Field trips or movies will illustrate this concept. C. Students might write a skit or pageant, draw a mural, or read correlated literature stories to further derive respect for workers which is now based upon this emphasis on interdependence.	A. Students will be able to carefully examine their role in the simulated work experience. They will react to the importance of their job as well as how the other members of the work team would be handicapped without their presence. B. On a regular follow-up basis, students will observe the interdependence within the classroom setting as it relates to learning situations and social relationships. For example, students learning in a group or project situation are handicapped when classmates come ill-prepared.

*The previous pages are specimens from a larger document. The full package can be obtained from the project director.

Baltimore County
Junior High School
Specimen Sheets

Principle	Objectives	Suggested Procedures	Evaluation
I. Junior high children need to have opportunities to expand their interests. Oftimes, a person's interest leads to lifelong career activities. The effect of external influences and how they cause a young person to think or develop new interests must be recognized.	A. To provide opportunities for students to participate in extracurricular activities consistent with their interest or to facilitate the expanding of interests. B. To provide students with activities such as recreational reading, communication media and field trips that will offer opportunities to explore interest areas. C. To develop or purchase a meaningful interest inventory for the junior high level.	A. Establish clubs and activities as part of regular school offering which promote the development of interest and provide opportunities for expanding interests. The counselor will encourgae students to participate in these clubs and activities. Both in school and in the community. The couselor will interpret and explain the extracurricular activities. B. Librarian, classroom teacher, counselor, community leaders will act as resource persons for students wishing to explore interest areas. C. Form committee of supervisors of testing, guidance personnel and educational psychologists to construct an inventory based on the model.	A. Students should participate in extracurricular activities. Students should be able to relate these interests in relationship to his goals. B. An appropriate form will be devised on which a student will note the value he derived from the specific activity. C. Standard test evaluation procedures (validity, realibility, etc.)

Principle	Objectives	Suggested Procedures	Evaluation
II. Junior high pupils need to learn the components of a decision making process that will reflect occupational information accrued to that point, current data about oneself which will encompass achievement testing, interest, aptitudes, successes enjoyed failures incurred, and lastly, motivation and drive. The pupil then needs to synthesize this information and to make judgements on the relevancy of each component as it pertains to the planning for the immediate and long range future.	A. To provide students in junior high school the means by which they may investigate self. B. To provide students with the opportunity to apply knowledge of self, knowledge about career possibilities, and the concept of probability to the decision making process.	A. Administration of testing battery covering achievements, mental and/or scholastic ability, aptitude, interest and specific need areas. Provide item analysis of interest inventory to help students further understand what their responses mean. Develop a self-evaluation form that will permit the student to answer such items as: What do I do well? How can I continue to develop in these areas of competency? What don't I do well? How can I overcome these weaknesses or compensate for them? B. Case Study 1. To have the pupil look case descriptions of different individuals. These case descriptions can be locally prepared to fit needed models or if feasible they can be obtained commercially. 2. To have students look at career possibilities for these various types of people.	A. Test results and interpretation thereof. Student will be able to state what he learned about the nature of his interest. The child will complete the self-evaluation form. Completion of a section related to future plans should indicate integration of self-evaluation. B. Play the Life Career Game for procedures 1, 2, and 3. The student will be able to identify career possibilities that are congruent with self-data and formulate a rationale for his decision.

- cont'd -

3. To have the students identify how a person decides if a self description fits a career possibility.

B. Self-Study
   1. To have the student find possible careers for himself in light of self-data.
   2. To have the student recognize the variety of possible careers that exist for himself.
   3. To give the student impetus for the pursuit of an in depth consideration of one or more of these career possibilities.

Principle	Objectives	Suggested Procedures	Evaluation
III. The selection and identification of an appropriate four year program of studies is one way by which the junior high school pupil can put the desci-sion making processes into action. The student needs an immediate feedback, that will indicate to him the effectiveness of the decision making process.	A. To provide students with data about the senior high school program available to them and the prerequisites for continuation in a particular program or tract. B. To have students recognize the correlation between the subjects that are a part of their program of study and their application to various occupations.	A. Through classroom visitation, senior high personnel should explain and describe high school course offerings and programs. Pupils should receive instruction in planning a four year program in light of knowledge about self, scope of program, Career desires and probability of success. Students should learn the requisites for their career choice. B. Teachers will present occupational information that is relevant to their subject area through the use of films, speakers, printed materials, etc.	A. The student will construct a senior high school program that will reflect his future goals as well as his knowledge of the prerequisites to obtain the goal. The student will be able to cite his plans for the future and the steps he plans to follow to reach his ultimate goal. Some mention of alternate goals should be included at this point.

*These pages were extracted as a specimen from a larger document.

Baltimore County
Senior High School
Specimen Sheets

Principle	Objective	Suggested Procedures	Evaluation
I. Students at the ages of 15 and 16 are searching to develop a picture of oneself, or one's self concept in terms of the future. Therefore, there is a need to help students in the on-going process of developing a clear picture of self as related to the future.	A. To provide the student means to look at himself objectively.	A. Develop and utilize on-going student profiles. B. Employ interest inventories, aptitude profiles, achievement profiles. C. Use self-rating scales. D. Use related film strips (i. e. Discovering Self) to stimulate look at self. Use all available films, filmstrips, recordings, tapes, or transparencies. E. Use group dynamics in student to see self in relation to others. Analyze the personal affect of career briefs. Encourage student to visualize himself in the role.	A. Through a variety of techniques, view the comparative stages of self-development. Use the "I Want to Be" approach. Through English classes, write autogiographies or compositions related to self and future goals. B. Can you recommend yourself?

Principle	Objective	Suggested Procedures	Evaluation
II. Vocational success involves not only earning a living but gaining personal satisfaction and social usefulness. The senior high student needs to see the relationship between his knowledge of self and the world of work as a basis for career development.	A. To provide opportunities for students to further extend their career information through curriculum related activities.	A. Career discussion groups led by community resource person, could be a means of making career information more personal and meaningful.	A. Employ the check list technique to be used by students and teachers to enumerate the quality and quantity of experiences.
	B. To provide students with a variety of audio-visual materials to explore occupation information. To recognize the need of some students to actively participate in the work world.	B. Students should have opportunity to participate in variety of field experiences and on-the-job observations.	
	C. To assist students in understanding why all must work and how work provides satisfaction for basic needs.	C. Through various media, teachers may emphasize career information pertinent to their subject.	
		D. Students should receive instruction in the use and value of View Deck, tapes, films; explore Experimental Computer, based on Education and Career Exploration System (ECES).	
		E. Pupils hould learn to appreciate the value of work, part-time, full time; and should be exposed by choice, in Diversified Occupations or Distributive Education programs.	

Principle	Objective	Suggested Procedures	Evaluation
III. The senior high student has developed a set of values and attitudes that must be incorporated in the career decision process.	A. To provide senior high students with the opportunity to view worker models in terms of personal characteristics.	A. Provide case descriptions of people in terms of their work and leisure activities. B. To provide the student an opportunity to look at various work settings in terms of his own likes, dislikes, and beliefs. C. Allow for arrangement of student interviews with persons of various educational and occupational backgrounds. D. Arrange on-the-site observation of people in career endeavors. Utilize an individual value rating sheet (IVRS) and check positive factors in terms of characteristics displayed by "model"; check factors that conflict with the way the student sees things. E. To equip youth with skills and attitudes of <u>adaptation</u>.	A. Use Q-sort cards value cards to ellicit an expression of values related to different work settings and personal characteristics. B. Utilize role playing and sociodrama to permit students the opportunity to express values and attitudes in relation to career decision. C. List personal likes and dislikes as a basis of identifying careers cppropo to his choice.

These pages were extracted as specimens from a larger document.

Baltimore County
Adult and Continuing Basic Education
Program for Low Literacy
Specimen Sheets

Principle	Objectives	Evaluation
I. Work is the means by which man applis his talents, skills, and abilities to provide useful services to his community through which he receives compensation as well as self-fulfillment.	A. To enable students to discuss and describe how their parents are involved in this work process. B. To enable students to describe how their neighbors participate in the work process.	A. Students should be able to discuss and describe the work activities of their parents and neighbors through art media, written composition, role playing, or drama. B. Students should be able to identify and list the various jobs performed in their neighborhood setting. C. Students should be able to relate various characteristics, traits, skills and qualities needed to maintain the specific jobs studied. D. The student or class will develop a definition of word job, work, career. E. Students should participate in a discussion of how their current learning activities will prepare them for successful candidacy for the world of work for this year, next year, five years, ten years from now.

Principle	Objectives	Suggested Procedures	Evaluation
II. All work has dignity, is necessary, and is worthwhile.	A. To help students identify how the job of their parents contributes to the daily well-being of themselves and others. B. To help students recognize how the jobs of their neighbors and the well-being of community members and the state and nation at large. C. To associate that to an extent man derives his sense of worth from the service he performs to society. D. To help students express a respect for all workers who fulfill all of the jobs required by our complex society.	A. Have students report on neighborhood work activities-draw picture or take photographs and prepare tape presentation. Some classes may elect to take motion pictures of people at work. Bring parents who represent a variety of work activities into class for round-table discussion. B. Encourage students to make a survey of their immediate community to list the various occupations performed by their neighbors. For each career, consider advantages or benefits that society receives.	A. Students should be able to discuss and describe the work activities of their parents and neighbors through media, written composition, role playing, or drama. B. Students should be able to identify and list the various jobs performed by their neighbors. They should also be able to recognize the advantages and merits of these functions to society. C. Through role playing, students will interview people employed in various careers. This interview will enable a worker to describe his importance to society as expressed in his work.

Principle	Objectives	Suggested Procedures	Evaluation
III. The complex nature of our present society requires that each man work cooperatively with his fellow man if the needs of both are to be satisfied.	A. To provide an opportunity for students to experience the interdependent nature of all workers. B. To develop appreciation and respect for all workers by means of our understandings of interdependence.	A. Offer a simulated work setting project in the classroom where students will have the opportunity to participate in an experience demonstrating interdependence. B. Examine other real situations where workers are involved in an interdependent work experience. Field trips or movies will illustrate this concept.	A. Students will be able to carefully examine their roles in the simulated work experience They will react to the importance of their job as well as how the other members of the work team would be handicapped without their presence.

Principle	Objectives	Suggested Procedures	Evaluation
IV. Students bring to the school setting a variety of experiences, interests attitudes, backgrounds which are the basis of their self-concept.	A. To provide students with numerous opportunities to experience situations and activities that will enhance their self-concept.	A. Students will be provided the opportunity to participate in such extra curricular activities as clubs, hobby groups, library reading, games on intramural basis, debating teams, YMCA, and church-group activities. Recreation on an organized basis by the community further facilitates growth. B. Throughout the various activities, students should have the opportunity of leadership, follower, and cooperator roles.	A. Students will react orally or in writing to the experiences incurred. Students will be encouraged to not only react to the experience in terms of specific participation but also in terms of what this told them about themselves. B. Students will further describe the success they experience in the activities in which they participated.

These sheets were extracted from a larger document.

APPENDIX H

Surveys of adults and students to aid determination of ITV program objectives

(3 samples)

Appendix H
Questions for Students of Grades 4,5,6

1. List 3 things you do well. _____

_____

_____

2. List 3 things you do poorly. _____

_____

_____

3. List 4 things you like to do. _____

_____

_____

4. List 4 things you don't like to do. _____

_____

_____

5. List 3 jobs you would like to do some day.
   A. for each job list why you would enjoy it. _____

_____

_____

6. For each job, name someone you know who has that job. (father, mother, friend, relative) _____

_____

_____

7. List 3 jobs you would not like to do.
   a. for each job, list why you would <u>not</u> like to do it. _____

_____

_____

_____

Appendix H

One 7th and one 8th grade teacher

Please have your students respond to these oral questions - allow no more than half an hour. Collect responses and give to counselor. We would be grateful for your responses to questions addressed to teachers to be completed at same interval. Counselors, school psychologists, and other staff are asked to respond to "other people" section. All staff are welcome to respond to both adult categories if they will identify function on staff.

Students:

1. Who would you like to be like and why?

2. What does you father do for a living? Describe.

   Mother? Describe.

3. How will what you learn in school influence the kind of work you will do later in life?

4. What jobs are good? What jobs are bad? Why?

5. Are all jobs necessary? Which ones aren't needed? Explain.

6. How do you make choices? (friends help, parents help, decide alone, etc.)

7. Out of occupations you would like to do, which ones do you feel should be done by men and which ones by women?

Teachers and other educators:

1. How does your area of study relate to career development? How could it?

2. Which attitudes and work habits do you feel are most important?

3. How would you like to use ITV within your classroom? (regularly, occasionally)

4. What kinds of "software" would you like to have in relation to an ITV series?

5. How do you feel about using ITV and other instructional aids and media? (helpful, extra work, no skill in use, good for class discussions, etc.)

Other people on school staff:

Counselor, Special Education, etc.

1. What type of visual stimulation seems to be more effective in terms of attention getting, and prolonged attending for children. (Age 10-12)

Sociologist, Psychologist

2. What are the special needs, if any of disadvantaged (economically, socially, culturally) Children in relation to visual stimulation and concept development as related to goal establishment.

Appendix H

Questions and Answers from Other People

1. How does your area of study relate to career development? How could it?

   1. Just enjoy reading is always helpful. Current events are very good career developers.
   2. Changes. Probably more workshops.
   3. Any area of the elementary school curriculum can be related to career development, if the teachers are made aware of the necessity and potential.

2. Which attitudes and work habits do you feel are most important?

   1. Respect for fellow workers, pride in your work, honesty on the job.
   2. Show interest, being helpful, try to be consistent.
   3. Work is necessary for happiness (self esteem and worth) for survival and advancement; society needs contributions from everyone.

3. How would you like to use ITV within your classroom? (regularly, occasionally)

   1. Occasionally.
   2. Regularly,
   3. Several short series as opposed to long continuous ones.

4. What kinds of "software" would you like to have in relation to an ITV series?

   1. None.
   2. Guides, mounted transparencies, dittos, etc.
   3. Teacher's guides - material which involves child-things to do, not just read.

5. How do you feel about using ITV and other instrucitonal aids and media? (helpful, extra work, no skill in use, good for class discussions,etc.)

   1. ITV would be very helpful, all instructional aids should be used.
   2. Helpful, good for class discussions.
   3. Terrific idea.

6. Do you feel it is important that students learn about the world of work?

   1. Yes, too many are unaware of the importance of preparing for work.
   2. Yes. (The summer school program proved this)
   3. Yes.

7. What is your understanding about what the student's knowledge is about work and work habits?

   1. They don't realize that a career should be planned for in advance, if possible. Decisions are put off too late in life.
   2. Probably not much more beyond home-known.
   3. Neglected-- not developed by elementary school. Biased, limited esposure to experiences of family. Distorted, TV and movies - primary purpose is to entertain.

8. Are you children willing to talk about jobs and work?

   1. Yes.
   2. Yes.
   3. Yes.

9. How do you see this series being used in your classroom?

   1. It could be very interesting and helpful.
   2. Benefically.
   3. As an appendage to the social living curriculum.

10. What kinds of pre and post activities do you see as being helpful to you in using this series?

   1. Discussion groups; field trips are always very useful; even debates on pros and cons on various fields of employment.
   2. Books, plays, speakers.
   3. Motivational suggestions, background information, viewing guides with flexible (variety) suggestions, comic books.

11. What creative approach would you use in presenting career information?

   1. Present both sides of all careers with on-the-spot discussions with people in all careers.
   2. Show and tell; speakers, plays.
   3. Cartoons, role playing, games.

12. What type of visual stimulation seems to be more effective in terms of attention getting, and prolonged attending of children. (Age 10-12).

   1. T.V.
   2. Helping
   3. Variety of size, color, and sound. Large size, vivid colors, loud sound, dramatic (over emphasized) actions and voices.

APPENDIX J

ITV program work sheets

(3 samples)

Appendix J

MARYLAND HOLIDAY

Part One - "Getting There"

Goals - Refer to 2, 4, 5, and 12

Objectives:

1. ___% of student audience will identify point of compromise and decision reached by family about to take a trip. They will also be able to identify each family member's contribution to that decision, by name of member and preference expressed.

2. ___% of student audience will be able to count and identify the individuals who assisted the family in planning their trip.

3. ___% of student audience will be able to separate travel planning and maintenance operation occupations from occupations which are mobile and usually accompany the traveler by counting and identifying each.

4. ___% of student audience will be able to recall and discuss the male/female ratio in the career areas represented.

Occupations revealed:

bus drivers
(tour guides)
travel agents
stewardesses on air, rail & bus transports
pilots and navigators for planes and ships
train conductors
maintenance crews for buses, planes and trains
gasoline station managers and helpers

Appendix J

I. T. V.

STORES, STORES, STORES

Program Objectives:

1. To demonstrate the importance of having good attitude toward co-workers, the job, and authority; as well as pride in one's work.

2. To create recognizable examples indicating that work habits such as honesty, dependability, neatness, accurateness, punctuality, working under pressure, and working with others are a direct carry over into job performance.

3. To demonstrate that subjects such as mathematics, English, and speech are directly related to future occupational choices.

Program Content:

1. The store manager assembling his team to get ready for a sale, employees following directions, working together on the displays, and indicating a belief that the sales program is a good one and will work.

2. On the day to assemble the merchandise, two employees do not show up. Some of the items and equipment are not delivered. Panic is indicated, but the manager and a few employees work well under pressures and make the necessary adjustments. The effect this has on the other workers should be made obvious.
3. Appropriate store personnel figure the quantity sold, amount of money taken in, do an inventory, and make the necessary reports - both oral and written.

Occupations:

1. Manager
2. Accountant
3. Displayman
4. Sales Clerks
5. Cashiers
6. Clerk typists
7. Deliverymen
8. Stock boys

Appendix J

Lesson 2 Working Title: To Build a City

I. Lesson Objectives

A. Students will be able to identify at least seven different occupations that are related to the building and construction industry.

B. Students will be able to describe the ways in which one illustrated occupation depends upon another occupation in order to accomplish its objectives.

C. Students will be able to identify at least one way in which an illustrated worker is providing services or producing goods that are needed by many persons.

D. Students will be able to identify at least two reasons why each worker might find enjoyment in his work.

E. Students will be able to describe the training needed to become skilled craftsmen.

II. Pertinent Content

The following occupations could be considered for inclusion in this program. Occupations are listed in a descending priority order. All levels as indicated by a major heading should be included.

A. Professional (low priority - only superficially described)

1. Civil Engineer
2. Architect (building)
3. Architect (landscape)
4. City Planner
5. Enviromental Consultant

a. sanitation

b. parks and recreation

c. water distribution and storage

d. air pollution control

6. Sociologist

7. Economist

8. Banker (executive)

B. Technical (second lowest priority) only superficially presented.

1. Surveyor

2. Draftsman

3. Laboratory Technician

a. testing content, stress, etc. of various building materials

b. testing water samples and sewerage treatment processes

4. Engineer Assistant

C. Skilled Trades (highest priority - should be stressed more than other areas)

1. Operating Engineer

2. Bricklayer

3. Carpenter

4. Electrician

5. Plumber

6. Sheet metal worker

7. Cement finisher

D. Semi-skilled and Unskilled Workers (Same priority as technical occupations)

1. Helpers for all of the skilled trades

2. Laborers (all types)

III. Relating Content to the Student

The preceding content could be related to the target 6th grade audience by way of

A. Brief filmclip showing city planners, engineers, architects, etc. planning a city complex. A second filmclip showing various technicians, craftsmen, and laborers at work, a last brief clip showing the completed complex.

B. Stop action - let's look at a particular aspect of the cities construction.

Stop action would concentrate on first, second and third priority occupations as listed above. All action should clearly illustrate the interdependence among the various occupations.

C. Brief but thorough glimpse of a craftsman working at a particular aspect of his trade. This glimpse should be thorough enough to create a "feel" for the vitality of the trade and the sense of accomplishment that the craftsman receives from doing his work well.

This program should dramatically highlight the joy of accomplishing a task well done. One common characteristic found in all the building and construction trades is the satisfaction that a mechanic (journeyman) received in building or constructing a building, a highway, or other public conveniences.

It has been stated that the craftsman leaves a visable mark on the land for which he must stand responsible. This program, probably

more than any of the other fifteen programs will provide an opportunity for the viewer to see blue collar craftsmen who exhibit joy in their endeavors. In brief this program should focus upon the non-professional with only a brief glimpse at several professional workers. It should clearly communicate the intensive training required to be a craftsman and the challenges and satisfaction found within these trades.

Since the building and construction trades by their very nature requires teamwork and the support of workers of lower skill level this program dramatically illustrates the concept of interdependence of one worker upon another and respect for the contribution of each worker regardless of his level of training.

This post viewing activities should be developed in a manner that would provide for the introduction of professional and technical occupations that also relate to the building industry. Most of the lower priority occupations listed above could be developed in this aspect of the overall program design.

APPENDIX K

Corrected Edition of
Communications Script
May 11, 1971

CAREERS CALLING

TITLE: (TO BE DETERMINED)

CONCEPT: SEE OBJECTIVES

TO BE TAPED:

BROADCAST:

PRODUCER: GERALD BURLAGE

ASSOSTANT PRODUCER: JUNE HARRIS

DIRECTOR: BOB BARDOFF

WRITERS: GERALD BURLAGE, DICK GEORGE

RESEARCHER: KAY KRUK

TAPES: ED
ED

PRODUCTION SCHEDULE

DATE: SET SPECIFICATIONS:

SET UP AND LIGHT:

RECORD:

STRIKE SET:

MASTER CONTROL FILM CHAINS: 2

VIDEO TAPE MACHINES: 1

CONTROL ROOM: FILM PROJECTORS: 2

SLIDE PROJECTORS: 2

CAREERS CALLING
FORMAT

SEGMENT TIME	RUNNING TIME	SEGMENT CONTENT
00:45	00:00	ANIMATED PROGRAM OPEN WITH CREDITS
00:30	00:45	COLD OPEN MONTAGE
1:15	1:15	DIALOGUE AT MACHINE
6:50	2:30	FILM CLIP : TELEVISION
00:35	9:20	DIALOGUE AT MACHINE
1:10	9:55	COMPUTER VOICE: TADIO-TV
00:05	11:05	DIALOGUE AT MACHINE
2:20	11:10	NARRATOR - NETWORK
00:35	13:30	DIALOGUE AT MACHINE
1:10	14:05	COMPUTER VOICE: ELECTRONIC VS PRINT
00:20	15:15	DIALOGUE AT MACHINE
1:15	15:35	TAPE TEACHER
1:10	16:50	DIALOGUE CLOSE
00:50	18:00	CLOSING CREDITS
	18:50	

00:00

CAREERS CALLING
PROGRAM OPEN

VIDEO:

AUDIO:

FILM SOUND TRACK:

ANIMATED FILM CLIP
(:45)

:45

CAREERS CALLING
COLD OPEN:

VIDEO:	AUDIO:
FILM CLIP:	SOUND TRACK:
THIS SHOULD BE A FAST PACED OPENING MONTAGE OF TELEVISION (:30)	(DIRECTOR'S VOICE)

1:15

VIDEO:

1:15 CAMERA DOLLIED INTO FULL FRAME OF CHROMA-KEY AREA IN SET. WE SEE FINISH OF MONTAGE

CAMERA ZOOMS BACK SHOWING CHILDREN

AUDIO:

SOUND TRACK:

DIRECTOR'S VOICE

BOB:

Look at that! Cameras...buttons... and pictures...That must be television or movies...

SKIP:

Looks like television to me. What does the tape label say?

DOLLIE: (LOOKS IT OVER, FROWNS) It doesn't say anything. The dumb label's torn off. It does have a reference number on it though. Somebody punch the number on the keyboard and we'll find out.

ONE OF THE BOYS WALKS TO KEY BOARD AND TYPES IN REFERENCE NUMBER

The number's C-A 1971 - 55490003...

(THERE SHOULD BE APPROPRIATE NOISES, MUCH LIKE THE NOISES A PUSH BUTTON TELEPHONE MAKES.)

(LAST NOTE SUSTAINED AS PICTURE APPEARS.)

VIDEO:	AUDIO:
IN APPROPRIATE AREA IN SET, THE WORD: COMMUNICATIONS INDUSTRY TELEVISION FILM CLIP CA-:30	COMPUTER VOICE: This is television film clip C A - :30. Part of the communication industry file.
	BOB: What's the communications industry?
	DOLLIE: Let's find out. Skip, why don't you look in the master file and find out what other kinds of inputs we have for the communications industry in our learning computer?
SKIP GOES TO CARD CATALOGUE. SEARCHES AND PULLS OUT CARD. AS HE READS OFF THE MATERIALS THE OTHERS SCURRY AROUND THE SET GETTING THE MATERIALS.	

VIDEO:

AUDIO:

SKIP:

There's film clip C A - 30... we just saw that...Also...Film casette CA - 560 ...Film Cassette C A -- 460 ... Slide tray 52 C A and Slide Tray 100 CA...

DOLLIE:

Bob, make the sound patches, will you please...Skip and I will load the picture.

THE THREE OF THEM BUSY THEMSELVES WITH SETTING UP THE MACHINE

THE THREE WORK TOGETHER FOR A FEW SECONDS GETTING LEARNING COMPUTER READY.

BOB:

OK, it's all set...let'er roll, Skip:

SKIP AT KEYBOARD TYPES IN CODE...

CAMERA CUTS TO APPROPRIATE SCREEN WHERE FILM IS SEEN.

2:30

(FILM: TELEVISION)

(6:50)

9:20

VIDEO:	AUDIO:
@9:20 CAMERA ZOOMED IN ON APPROPRIATE SCREEN ZOOMS BACK AND WE SEE THE CHILDREN	SKIP: That really <u>is</u> teamwork; the way those people do all those different things at the same time! DOLLIE: I think I'd like to be a director! That looks like fun telling all those people what to do. BOB: That figures. You're <u>always</u> telling people what to do. What I'd like to be is a broadcast technician, so I could run one of those machines. DOLLIE: I wonder what they've got about radio. Skip, please drop in the cassette and I'll take care of the sound.
SKIP DROPS IN CASSETTE @9:55	(APPROPRIATE SOUND)

VIDEO:	AUDIO:
@9:55 ON APPROPRIATE SCREEN: TEACHER APPEARS	TEACHER VOICE:
ANTENNA SLIDE	Radio and television are both electronic means of communication. Their signals are broadcast through the air.
VIEWGRAPH FULL SCREEN: RADIO: WORLD WAR I TELEVISION: WORLD WAR II	Radio is much older than television. It became popular after World War I while television got its start after World War II.
VG: MUSIC, NEWS, SPORTS	When television became popular, radio changed to a special kind of programs, concentrating mostly on music, news, and sports.
SHOT OF BROADCAST ENGINEER AND ANNOUNCER	This change made the work easier. Instead of a large team of people, at the most only two team members were required, a
SHOT OF ANNOUNCER	broadcast technician to run the machines, and an announcer, to control what goes out on the air. In some stations, one man is in charge of the broadcast and also takes care of his sound board

VIDEO:	AUDIO:
BROADCAST TECHNICIAN AT TRANSMITTER	He has the help of other broadcast technicians who take care of the transmitter...
PROGRAMMING IN CONFERENCE	The program director and his staff who decide what goes on the air when... and
SALES MEETING	The sales department, the people who sell time on the air for commercial advertising, so the station can make money.
	For more information regarding electronic communications please check film strip C A - 442.
SCREEN GOES BLACK ZOOM BACK TO KIDS	
KIDS ON SET	DOLLIE:
	Well, here it is. Film strip
1:10 ZOOM INTO APPROPRIATE SCREEN	C A 442. Let's check it out.
SLIDE: TENNIS NET	NARRATOR: (VOICE OVER SLIDE) This is a tennis net. As you can see, it's made up of many strings tied together.

VIDEO:	AUDIO:
	NARRATOR: (CONTINUES)
SLIDE: TELEVISION NETWORK	This is a television network. In this case many television stations are tied together so that they can send...or feed, as it's called...programs to each other.
SLIDE: CABLES, LONG LINES	These stations are tied together by long lines...something like telephone lines.
SLIDE: MICROWAVE UNIT	Sometimes they're tied together with microwave units. These units beam a signal between one point and another, much like a flashlight sends a beam of light from one point to another.
SLIDE: MAN WORKING ON CABLE	This equipment must be maintained. In the case of the long lines many people work together to keep the network of stations together. Here are cablehelpers... cable repairmen and cable splicers.

VIDEO:	AUDIO:
SLIDE:MICROWAVE MAN WORKING	This broadcast technician specializes in microwave relay work.
SLIDE: BACK TO THE NETWORK	Television and radio represent one kind of communications. Another kind is the telephone and telegraph network that stretches across the country, making it possible for you to call other parts of the country.
LINES AND MICROWAVE SLIDE	This telephone network also uses cables and microwave units, and skilled people are needed to man this equipment.
SLIDE: INSTALLER	At the ends of these relay lines equipment must be installed. Here an installer puts in a telephone...And a switchboard for a large company.
SLIDE: SWITCHBOARD	
SLIDE: LINEMAN	Here, on the outside of the building, a lineman attaches a cable from the switchboard

VIDEO:	AUDIO:
SLIDE: FRAMEMEN	At the central office, framemen test and operate this complicated equipment...
SLIDE: OPERATOR	And 25 million calls a day are handled by America's telephone operators.
SLIDE: LINEMEN	The work of operators, linemen...
SLIDE: INSTALLERS	installers....
SLIDE: FRAMEMEN	framemen, AND many others make it possible for you to make a call to
SLIDE: TELEPHONE NETWORK	anywhere in the country.
	DOLLIE:
	It's sure takes a lot of people to get a simple telephone call from one place to another.
	BOB:
	And a lot of people to send out radio and television shows.

VIDEO:

AUDIO:

SKIP:

These jobs in radio-TV and telephone work sound pretty good. But what about magazines and newspapers, and stuff like that. Isn't that part of communications, too?

DOLLIE:

Well, let's dial for an over-scan of this general career category. (PICKS UP NOTEBOOK, FLIPS PAGES.) Here it is. Dial; CAREERS G-E-N 7755000.

SKIP:

My turn...(DIALS)

CAM ZOOMS INTO APPROPRIATE SCREEN

@14:05 VG:

COMMUNICATIONS INDUSTRY

COMPUTER VOICE:

The communications industry is divided into two major categories; "electronic," and "print".

"ELECTRONIC"

"PRINT"

Electronic includes television, radio, telephones and telegraph, slide projectors, classroom file projectors, tape recordings,

THESE WORDS CRAWL ACROSS

VIDEO:	AUDIO:
	COMPUTER VOICE: (CONTINUES)
	record players and video tape. Movies are also a part of electronic
"PRINT"	communications. The "print"
	communications industry includes
	your school books...newspapers
(THESE WORDS CRAWL ACROSS)	and magazines, in fact, anything
	that is the result of printing
	on paper with ink. The people in
"REPORTERS"	the print communications industry
"WRITERS"	include reporters, to report news
	events, writers, to write up all
"EDITORS"	kinds of stories, editors, to decide
"SALESMEN"	what is printed, salesmen, to sell
	books or to sell advertisements in
"PRINTERS"	newspapers and magazines, printers,
"ARTISTS"	to operate the machinery of
	printing, artists, to design and
@15:15	illustrate books, and many others.
PULL BACK TO SHOW KIDS IN SET	BOB:
	Print communications sounds just
	as good as electronic.

VIDEO:

AUDIO:

SKIP:

Yeah, but who reads books anymore? Why, as radio and television get better, I'll bet print communications practically disappear.

DOLLIE:

Let's see what the futures file has to say about that. Dial input CA 900.

ZOOM INTO APPROPRIATE SCREEN

@15:35

TEACHER APPEARS

TEACHER:

Some people say that newspapers and other printe materials... like books or magazines, will become less popular as more and more TV programs become available to more people. Right now, print is certainly holding its own.

But the trend is toward electronic communications, like television and radio. Their use for education, information, and entertainment is well known.

VIDEO:	AUDIO:
	TEACHER: CONTINUES
CASSETTE PICTURE SLIDE	The video cassette cartridge is a new electronic device that has a bright future.
SLIDES OF CASSETTE	This cartridge only weighs about one pound. It will fit into a player that attaches to any regular television set. This means that your television set, besides getting programs off the air, like it does now, will also be able to play back these cassettes which have pre-recorded programs on them. Now you're able toplay back music from a tape.. But with the video cassette you'll be able to play back pictures too.
TEACHER	This means that you can view programs when you want to, not necessarily when they're broadcast through the air. And this will mean many new and different jobs. In fact, many new jobs will be centered around the electronic communications industry.

VIDEO:	AUDIO:
SCREEN GOES TO BLACK ZOOM BACK FOR KIDS	
KIDS IN SHOT	DOLLIE: Well, the communications industry now and in the future sure looks interesting...I wonder which job I'd like best...I think the television business...And I'd still like to be a director because I'm good at arranging things like parties and plays... and displays in art class...
	BOB: I like the national telephone network. It would be neat to work with a business that stretches across the whole country.. Maybe I'd work in research and discover new ways of making telephone calls...
	SKIP: Since I like photography, maybe I'll be a newspaper photographer or a TV cameraman.

BOB:

Or maybe I'll be a transmitterman at a television station...or maybe I'll work in the video cassette industry..or maybe I'll be

DOLLIE:

An elephant trainer...or a professional wrestler... or a fireman...Look, we've got plenty of time.. We ought to look at a lot of careers before we decide anything.

SKIP:

Right...Let's dial and see what our next career category will be...

HE DIALS

ZOOM INTO APPROPRIATE SCREEN

VG CRAWL

"I'm not going to tell you... you'll just have to wait...

HAH...HAH...hah

@18:00

ANIMATED CLOSING CREDITS

@18:50

APPENDIX L

Partial Request List for Information About
Maryland's Career Development Project

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APPENDIX L

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APPENDIX L

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